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THE UNIVERSITY OF ALBERTA

THE PARKLAND REGIONAL LIBRARY

by

WILLIAM R. DUKE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
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UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend  
to the Faculty of Graduate Studies for acceptance, a thesis entitled  
The Parkland Regional Library, submitted by William R. Duke in partial  
fulfilment of the requirements for the degree of Master of Education.



## ABSTRACT

One of the problems that school boards and educators face in regard to good school library service is the type of library organization that will best serve the needs of the teachers and pupils. School boards must also concern themselves with the cost of such a program while educators must evaluate the educational benefits derived. The concern for quality at the most economical rate is no different for this service area than for any other. This concern for economy has encouraged a certain degree of combination between public and school libraries.

Parkland Regional Library, situated in central Alberta, is a combined public and school regional library system. The combination of school and public libraries introduces another dimension in the problem of school system organization. This study examines the Parkland Regional Library in terms of its organizational features and level of library service, but the latter is limited to the type and level of services in the participating schools only.

In order to establish a background for the stated problems the survey of pertinent literature dwells on a number of areas. Patterns of library development relating to type of service, nature and degree of financial support and generally accepted library standards are briefly overviewed and constitute one of these areas. Another vital area of related literature deals with library legislation at federal, provincial and local levels. The existing legislation was examined in order to determine the patterns of library organization prevailing in Canada and in Alberta more specifically. The last portion of the survey of related



literature deals with school-public library relationships. This section serves to give a background perspective in assessing the dual role of the Parkland Regional Library.

The development of the Parkland system is traced from its origin up to the present. Its aims, objectives and organizational structure have been researched from a number of sources. A number of comparisons are made. The school library services provided by Parkland are compared to proposed standards for school libraries in Saskatchewan and to a general survey of school libraries in Saskatchewan. The public library portion of the Parkland Regional is compared to the suggested Canadian Library Association standards from an organizational point of view. Data for these comparisons came from three main sources:

1. A questionnaire which was forwarded to all the schools in the Parkland system.
2. Interviews with the Chief Librarian and other staff.
3. The investigator's personal experiences as a teacher and administrator in one of the co-operating jurisdictions over a period of five years.

The general conclusions fell into two categories. The first conclusion was based on the school library aspect of Parkland Regional Library. The second conclusion dealt with the public library aspect of Parkland Regional Library relative to administrative structure.

The conclusions were:

1. The Parkland Regional Library provides adequate school library services in the realm of print materials.

The strengths were found to be in the areas of central technical



services, in-service programs, book collection, administration and consultative services. The major weaknesses were related to personnel and non-print materials.

2. The Parkland Regional Library possesses the necessary organizational structure to provide good public library service.

The strong points of the system were related to administration; central accounting, purchasing, cataloguing and classification; and cooperation with educational bodies. The weaknesses were found in the areas related to the nature of book collections, professional staff, a central reference collection, and control of public library outlets.

These conclusions have further ramifications dealing with school-public library relationships and particularly with the organizational aspect of libraries in school systems.



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## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
Need for the Study. . . . .	3
Purpose of This Study . . . . .	5
Definition of Terms . . . . .	5
Procedure Followed . . . . .	6
Limitations . . . . .	7
II. SOME RELEVANT BACKGROUND . . . . .	10
Regional Libraries. . . . .	11
General Trends in Library Development . . . . .	11
Financial Support of Public Libraries . . . . .	14
Public and School Library Standards . . . . .	15
Library Legislation . . . . .	17
Canadian Trends in Library Legislation . . . . .	18
Public Library Legislation in Alberta. . . . .	19
Appraisal of the Alberta Libraries Act . . . . .	21
Provincial Role in School Library Service. . . . .	22
School-Public Library Relationships . . . . .	23
Areas of Co-operation Between School and Public Libraries . . . . .	25
Future Considerations Concerning Co-operation . . . . .	28
General Summary. . . . .	29
III. THE PARKLAND REGIONAL LIBRARY . . . . .	34
The Origin . . . . .	34
The Nature of the Present Operation. . . . .	39



## CHAPTER

## PAGE

General Objectives . . . . .	40
Materials. . . . .	41
Physical Facilities and Finance. . . . .	45
Services . . . . .	47
Public Relations . . . . .	49
Organization . . . . .	49
Summary. . . . .	51
IV. SURVEY OF SCHOOL LIBRARY SERVICES IN PARKLAND REGIONAL	
LIBRARY. . . . .	55
Types and Sizes of Schools . . . . .	57
Library Facilities . . . . .	58
School Collections . . . . .	61
Processing of Materials. . . . .	65
Library Personnel and Practices. . . . .	67
Nature of Duties of Library Personnel. . . . .	71
V. AN APPRAISAL OF SCHOOL LIBRARIES. . . . .	75
Principles and Objectives. . . . .	76
Library Programming. . . . .	79
Library Personnel. . . . .	81
Library Materials. . . . .	83
Library Budget . . . . .	86
Library Facilities . . . . .	88
SOME COMPARISONS WITH SCHOOLS IN SASKATCHEWAN . . . . .	89
Library Programming and Physical Facilities. . . . .	90
Library Personnel . . . . .	92



## CHAPTER

## PAGE

Library Materials . . . . .	93
Library Budget . . . . .	95
Summary . . . . .	95
VI. AN APPRAISAL OF PUBLIC LIBRARY OPERATIONS . . . . .	99
Book Collection and Service . . . . .	100
Book Selection . . . . .	101
Number of Books . . . . .	103
Registration . . . . .	104
Use . . . . .	105
Size and Area . . . . .	106
Government . . . . .	108
Administration. . . . .	109
Personnel . . . . .	110
General Conclusions . . . . .	110
VII. CONCLUSIONS AND GENERALIZATIONS. . . . .	113
The School Library Aspect of Parkland . . . . .	114
The Public Library Aspect of Parkland . . . . .	115
Recommendations . . . . .	117
Organizational Implications . . . . .	119
Suggestions for Further Study . . . . .	128
BIBLIOGRAPHY . . . . .	130
APPENDIX . . . . .	136



# LIST OF TABLES

TABLE	PAGE
I. Distribution of Expenditures of Parkland Regional Library . . .	45
II. Types and Sizes of Schools Surveyed in Parkland . . . . .	57
III. Library Physical Facilities in Class A Schools . . . . .	58
IV. Library Physical Facilities in Class B Schools . . . . .	60
V. Book and Materials Collection in Class A Schools. . . . .	62
VI. Book and Materials Collection in Class B Schools. . . . .	64
VII. Book Collection, Cataloguing and Classification in All Schools.	66
VIII. Library Personnel and Practices in Class A Schools. . . . .	68
IX. Library Personnel and Practices in Class B Schools. . . . .	70
X. Custodian Duties in Parkland in Rank Order of Time Spent. . . .	72
XI. Proposed Saskatchewan Standards for Materials Compared to Parkland . . . . .	84
XII. Parkland Regional Library Spending on Schools . . . . .	87



# LIST OF FIGURES

FIGURE	PAGE
1. Personnel and Relationships Model A. . . . .	122
2. Personnel Model AA. . . . .	123
3. Materials Organization Model B. . . . .	124
4. Functions Model BB. . . . .	125
5. School Board Policy Model . . . . .	127



## CHAPTER I

### INTRODUCTION

Just as the early 1950's were the boon years for school gymnasias in Alberta the early 1960's witnessed an unusual growth in the building of school library quarters. The latter was likely due to two main factors. Educators and elements of the public were becoming increasingly aware of the role of the school library. The other highly significant point was the recognition of the centralized school library by the Department of Education, in the form of "an approved cost" of library space in schools of more than 99 pupils. School boards generally took advantage of this provision and included school libraries in their building plans. As a result many central school libraries were built with the introduction of the School Foundation Program in Alberta. Some that were built were not put to immediate use but undoubtedly served a purpose in reminding educators and school boards that something should be done with them.

Throughout this period of building there mounted a growing interest and concern over school libraries and school library programs. This concern is evident at the present time. The question of whether supplementary materials are needed in schools has been replaced by the question "How will we get the best use from educational materials?" In attempting to answer this question one must look at all facets of library service. Type of organization, processing, personnel policies, financial structure and operational procedures must all be considered.

It has become increasingly apparent that as school library service grows the need for organization increases also. This need extends from the



local school library to the operating board. The responsibility for the orderly growth of the instructional materials aspect of the school program rests equally with school boards, administrators and teachers.

In 1959 The Alberta Library Association reported on the needs for library services:

One does not have to visit many schools in Alberta to be convinced that the usual means employed by school boards in attempting to meet the book needs of our schools is by classroom libraries rather than school libraries. . . . It is also obvious that the classroom teacher has neither the time nor training to select, classify, catalogue and circulate a large collection of books and other library materials.<sup>1</sup>

The 1964 Annual Report of the Department of Education had this to say about the early development of school libraries in Alberta:

Library services showed continued improvement during 1963-64, but the extent of such services varied greatly from system to system. Central school libraries were common in junior and senior high schools, but limited space and a shortage of trained personnel restricted their usefulness. . . . At the elementary level some large systems used bookmobile service; some had centralized libraries while others had classroom libraries only administered by the homeroom teachers. Some systems reported in-service projects in the use of libraries.<sup>2</sup>

Comments of this nature indicate that school library development in Alberta is in its early stages.

Although some progress has been made in the last ten years in development of school libraries, the major part of this progress has taken place in the urban centers. Schools in rural Alberta generally have not been able to keep pace. Some divisions and counties have seemingly gone through various stages of development and uncertainty. A number centralized their entire collections in the main offices and later decentralized when circulation costs and general dissatisfaction both reached intolerable levels. Some jurisdictions compromised by centralizing collections for their smaller schools only. It became increasingly apparent that the best



place for a book was in a school where it was directly accessible to the teacher and his pupils. On the other hand central processing continued to remain in demand by school practitioners. A standard scientific form of cataloguing and classifying appeared infrequently in rural schools.

Among the early major developments of library service was the formation, in 1959, of the Parkland Regional Library.<sup>3</sup> The interesting feature of this library service was that it represented a combination of public and school regional libraries.<sup>4</sup> The Parkland Regional Library, as the only one of its particular kind in North America, was a unique innovation.

The purpose of this study was to investigate the organization, operation, and the nature and extent of service provided by the Parkland Regional Library during the period 1959 to 1965.

#### Need for the Study

School board members and school administrators are not only primarily responsible but also ultimately accountable for the presence or absence, success or failure, of libraries in the schools.<sup>5</sup> If, in fact, the school library is an integral part of the school, and library service is essential in the modern educational program<sup>6</sup> there is a considerable degree of responsibility resting with educational authorities in the field of school libraries.

To meet this responsibility one should draw on the findings of library research. It becomes rather obvious, however, that certain features of Alberta make it difficult to apply findings from elsewhere. The two most distinguishing features are its sparsity of population and its geographic setting. Not only are there relatively few people in Alberta, but



the people are far apart. The net result is that if a rural population of 50,000 people were established as a minimum unit of library service, the geographic area involved would be very large. Another undesirable feature relative to certain special services in rural Alberta is the generally higher per capita costs resulting from demography. As a consequence, uniform grants paid on a per capita basis are frequently inadequate in sparsely populated areas.

The role of the state in the development of either public or school libraries is a question that bears examination. Schenk says:

Only a few instances were uncovered where sound library systems had been organized without benefit of state agency counsel and guidance, usually by librarians who, having had experience elsewhere, brought sufficient background to the undertaking.<sup>7</sup>

Speaking of the need for and the shortcomings of library financing, Schenk also has this to say about library systems in the United States:

A close analysis . . . has revealed, among other things, tax bases too narrow to produce sufficient income and statutory limitations on library support in antiquated library laws.<sup>8</sup>

In order to be able to provide library services at the professional level, school boards must concern themselves with the size of unit needed to support financially a good library program and the type of administrative organization best suited for this task. Implicit in these concerns is the question of regionalization. Garceau suggests that regionalization of a particular kind is needed. He recommends special districts for library service.<sup>9</sup> Schenk shares this view and further states that single library boards for multi-county library systems have guided the development of the most progressive regional libraries.<sup>10</sup>

Although the views of Garceau and Schenk are primarily based on



public library service they are appropriate to this study in that the regional type of organization is of prime significance.

Since Parkland Regional Library embodies many of the features that characterize good library service it is most desirable to ascertain whether Parkland can, in fact, serve two masters: the public and the schools.

### Purpose of This Study

This study is intended to explore the answers to two main questions:

1. What is the nature and extent of library services provided by the Parkland Regional Library to its participating schools?

2. Does the type of organization and operation embodied in the Parkland Regional Library meet the requirements for provision of adequate public library service?

### Definition of Terms

1. A county library is:

A free public library maintained by county taxation for the use of the whole or a part of a county, established as an independent institution, or combined with a municipal or other library which provides library service to a county by contract.<sup>11</sup>

2. A regional library is defined as:

A public library serving a group of communities, or several counties, and supported in whole or in part by public funds from the governmental units served.<sup>12</sup>

In Alberta a regional library is one which results when a municipality, school division, or school district enters into agreement to associate with one or more municipalities, school divisions or school districts to establish, maintain and operate a library system, under the provisions of Clause 36 of The Alberta Libraries Act.<sup>13</sup>



### Procedure Followed

The unique nature of the Parkland Regional Library required a search of the literature in five main areas. These appear in Chapter Two under headings pertaining to regional development in Canada, financial support of public libraries, public and school library standards, library legislation and school-public library relationships. The above aspects were restricted to developments in North America.

The Parkland Regional Library was examined in terms of origin, organization and mode of operation. Material pertaining to these facets came from a number of sources. Annual reports of Parkland, unpublished statements of policy by the Parkland Library Board and other unpublished material, i.e., letters, briefs to the government, etc., provided the printed material. Interviews with the Chief Librarian, the Chief Librarian's administrative assistant and the bookkeeper comprised another source of information. The resulting venue of developments is summarized in Chapter III.

Data pertaining to the school library aspect of Parkland was secured by questionnaire. A questionnaire structured around topics covered by typical school standards was developed with the assistance of specialists in the library field. Custodians of the thirty-one school libraries were asked to reply to questions dealing with physical facilities, collections and library personnel and practices. There were twenty-eight questionnaires returned, one of which was a consolidation for two schools. The resulting information was tabulated and appears in Chapter IV.

An evaluation of the school library services in Parkland was conducted in two ways. School libraries were appraised in terms outlined



by the Proposed Standards for School Libraries in Saskatchewan.<sup>14</sup> A second appraisal takes the form of a comparison between school services in Parkland and general school library service in Saskatchewan. Parkland school data was taken from the questionnaires which were summarized in the previous chapter.

The public library aspect of Parkland was appraised using the criteria outlined in Suggested Standards for Public Libraries in Canada.<sup>15</sup> Information was secured primarily through interviews with the Chief Librarian and immediate staff through the period August, 1964, to June, 1965. Some of the information was the result of other forms of communication, i.e., correspondence and informal discussions with the Chief Librarian. The views of the Chief Librarian as stated in Chapter VI were confirmed for accuracy on February 22, 1966.

The final chapter contains the conclusions reached, a number of general recommendations, some implications and a few suggestions for further study.

#### Limitations

This study attempts mainly to investigate in depth one type of library service, i.e., school regional library service, but not to the exclusion of some consideration of public library service. It was felt that limiting the major study to one type of library service would make it more meaningful. By reducing the scope it also became possible to visit the Parkland Regional Library headquarters and gather information by the interview method. The interviews plus the five years that the investigator spent in the Parkland system contributed to some insights that might not have been possible from the questionnaire returns only.



In narrowing the scope of the study a comprehensive comparison between other types of school library service presently being employed became quite impractical. On the basis of a limited sample of rural systems where the writer had the opportunity to examine the library service aspect it appeared that the Parkland Regional School libraries were generally more advanced. Should this be the case, Parkland may well serve as a means of comparison for other rural systems.

The eleven public libraries in the Parkland system were not surveyed. This portion of the investigation was limited to an examination of the over-all regional structure. No expression of opinion on the level of satisfaction with public library operation was obtained from the member-library custodians. Views in this respect are limited to the employees and officials of the Parkland regional organization. The study concerned itself largely with the school aspect of library service; however, it was felt that some attention had to be given to regional public libraries because of the unique composition of Parkland.

Another limitation in this study stemmed from the fact that there was a marked dearth of published school library statistics in Alberta. Because of this deficiency it was most difficult to find sufficient reliable information by which to make comparisons. It is hoped that this study will contribute to the future eradication of this deficiency.



## FOOTNOTE REFERENCES

<sup>1</sup>Alberta Library Association, "Adequacy and Availability of School Library Services," Unpublished Brief to the Alberta Royal Commission on Education, 1959, p. 2.

<sup>2</sup>Department of Education, Fifty-ninth Annual Report, Edmonton: 1965, p. 36.

<sup>3</sup>Parkland Regional Library, "Annual Report," 1959, Lacombe, p. 2.

<sup>4</sup>Canadian Library Association, Library Legislation Committee, Canadian Public Library Laws, 1953, Supplement, 1956, Ottawa, 1956, p. 9.

<sup>5</sup>American Library Association, Standards for School Library Programs, Chicago, 1960, p. 29.

<sup>6</sup>American Library Association, School Libraries for Today and To-morrow, Chicago, 1945, pp. 37-38.

<sup>7</sup>G. K. Schenk, County and Regional Library Development, Chicago: American Library Association, 1954, Foreword.

<sup>8</sup>Ibid., p. 4.

<sup>9</sup>Oliver Garceau, The Public Library in the Political Process. N.Y., Columbia University Press, 1949, p. 212.

<sup>10</sup>G. K. Schenk, op. cit., p. 43.

<sup>11</sup>American Library Association, Glossary of Library Terms, Chicago, 1943, p. 40.

<sup>12</sup>Ibid., p. 113.

<sup>13</sup>Canadian Library Association, op. cit., p. 9.

<sup>14</sup>Saskatchewan Association of School Librarians. Proposed Standards for School Libraries in the Province of Saskatchewan, Saskatchewan Teachers' Federation, Saskatoon, November, 1964, pp. 1-23.

<sup>15</sup>Canadian Library Association. Suggested Standards of Service for Public Libraries in Canada, Ottawa, 1955, pp. 12-18.



## CHAPTER II

### SOME RELEVANT BACKGROUND

This chapter contains five sections that were considered to be of special significance to this study. In the establishment of the Parkland Regional Library certain factors, in varying degrees, were influential in formulating its existence. One of these factors was the concept of regionalization. Where did regional libraries exist and what were they like? What was the trend in library services in Canada and the United States? Another factor was the matter of finances. What was the rate of expenditure for library services at various levels of government? The matter of library standards, both public and school, is generally regarded by librarians as a quantitative statement of objectives. What implications did library standards have for an organization of Parkland's type?

The fourth aspect in this chapter deals with library legislation. The Libraries Act of 1956 made Parkland Regional Library possible. What were some of the implications of this Act? The last part on school-public library relationships is partially related to the section on legislation in that the school-public library relationships in Alberta are a product of the Alberta Libraries Act. A reasonably thorough examination of the whole question of public-school library relationships was made.

This chapter constitutes the portion of the study relating to the survey of the literature.



## I. REGIONAL LIBRARIES

The first Regional Library in Canada was established in the Fraser Valley in the early thirties. There were no counties in British Columbia and therefore it was necessary to create legislation to allow small cities, municipal districts, villages and rural school districts to come into a single region for library purposes.<sup>1</sup> Following the formation of Fraser Valley Regional Library, the Okanagan Union Library (1936) and the Vancouver Island Union Library (1936) were formed. These three regionals were the forerunners of other regional libraries in Canada.

There are forty Canadian regional libraries listed in the Survey of Libraries 1962<sup>2</sup> including seventeen co-operatives which by definition are not really regional libraries since the purpose of a co-operative is merely to purchase and distribute books for circulation by its member organizations. Of the eight regionals in Manitoba, one serves a population of 15,000, the other seven serve populations varying from 2,000 to 6,000. Nova Scotia has six regional libraries; British Columbia has three; New Brunswick has two; Saskatchewan and Quebec each has one; and Alberta has two. North Central Saskatchewan Regional Library was established in 1950 and at the present time is the only regional library in Saskatchewan. The two regionals listed for Alberta are Parkland Regional Library, serving a population of 54,396, and Barrhead Regional Library, serving a population of 9,496.

### General Trends in Library Development

St. John, in an article about regional libraries, states that the



trend in libraries is toward larger units of administration, mainly of the regional type.<sup>3</sup> Pursuing the point further Henderson makes the observation that:

In brief, county and regional libraries are serving areas predicted to undergo astronomical increases in population in which drastic governmental changes will take place. Based on minimum professional standards, planning is called for on a large scale to provide acceptable service for the expanding metropolitan complexes and their satellite communities.<sup>4</sup>

Henderson also suggests that the large-unit type of operation offers the best solution to the service problem, through federation, co-operation, contract, special library district, or some combination of these organizational patterns that will provide the broadest possible coverage for the county or region to be served. In his opinion state and federal aid offer the most effective means of equalizing support by adjusting for low assessment areas.

Commenting on school libraries in rural and county schools Graham claims that in 1955-56, 14 per cent of the total public elementary and secondary day school enrolment in the United States was enrolled in county unit school systems. In six of the states, 100 per cent of the county systems had county unit school systems which had centralized library services. In 1956, there were 743 such units in 29 states, more than 89 per cent of them in the South.<sup>5</sup>

On the Canadian scene Fraser has this to say about municipal libraries in British Columbia:

The small municipal library in B.C. has not yet succeeded in establishing itself as the cultural community center it is supposed to be. Hampered by lack of money, staff, books and adequate quarters,



it too often fills only the function of the corner lending library, providing fiction and best sellers, and reference functions of the public library.<sup>6</sup>

Fraser strongly suggests the regional organization as a solution.

Primarily referring to the financial support given to small libraries Roedde is quite critical of library development in Ontario. He says:

In most of the world there is no state financial aid for those public libraries which do not participate in a county or co-operative system. . . . In Ontario, however, we have a long history of provincial aid to libraries regardless of size, and this has had its favorable and unfavorable aspects . . . Nevertheless, it must be admitted that we have, to some extent, encouraged the wrong kind of development.<sup>7</sup>

Commenting on the same situation the Minister of Education for Ontario, W. G. Davis, made this statement:

At present our plan consists of encouraging regional development, and advising the new boards as well as the provision of grants designed to enable relatively rapid formation of approximately twelve regional co-operatives in Ontario.<sup>8</sup>

With successful development of several regional co-operatives, Davis felt that the Department of Education would consider new methods of assistance.

Rice, in an article covering recent developments in Canadian school libraries, highlighted a number of events. One of these was the organization of a purchasing, cataloguing and processing center for all secondary schools in the city of Toronto. The processing center is operated by the Toronto Board of Education. In terms of library personnel she pointed out that Ontario now has an inspector of secondary school libraries and Winnipeg has appointed a supervisor of libraries for the city.<sup>9</sup>



## II. FINANCIAL SUPPORT OF PUBLIC LIBRARIES

The source and nature of supporting funds is often a significant determinant in the type of organization developed. Relative to source, Wight, in a study of proportion of money spent by governments on libraries, points out that in 1961 about 1.7 cents of the general expenditure dollar of cities in the United States went to library service. National, state and local expenditures were as follows: 0.3 per cent, 0.1 per cent and 0.9 per cent respectively. Funds for library support tend to come primarily from local governments.<sup>10</sup>

In terms of nature of funds Roedde feels that a library authority is essential. He claims that county libraries or regional libraries are superior to county co-operatives where a county provides some service, usually bookmobile, to communities where no local authority has been established. In the latter, payment for this service is considered a second tax.<sup>11</sup>

On the question of state aid to public libraries in Canada Davidson says:

Canadian Public Libraries are conceived in provincial statutes and brought forth in municipal by-laws.<sup>12</sup>

He points out that the central government in Ottawa is not yet involved in library support and that the concept of financial aid to libraries by some provincial governments is still new. There are essentially three well-defined units: community or association libraries, county or regional libraries, and municipal libraries.<sup>13</sup>

The Ontario Library Review provides some comparisons of expenditures made toward library services by various governing bodies in that



province. In 1962 it was found that the average per capita expenditure of six regional co-operatives was \$1.74. Sixty-three municipal libraries serving over a population of 10,000 and chosen at random spent \$2.83 per capita. Municipal and village public libraries under 10,000 population spent \$1.94 per capita. The average per capita expenditure for Ontario was \$2.15 in 1962.<sup>14</sup> Steele reported that the national per capita expenditure was 87 cents in 1962.<sup>15</sup>

It appears unlikely that the federal government of either the United States or Canada will become directly involved in the development of libraries. Of the three well-established units in Canada, the large municipal public libraries tend to enjoy the greatest financial support. In terms of the source and nature of funds public libraries are not unlike schools. There is a considerable dependence on local revenues through direct taxation.

### III. PUBLIC AND SCHOOL LIBRARY STANDARDS

The question of national standards requires some attention with respect to recent developments in the changing concept of library service. There is a growing tendency for authorities to think in terms of a desirable minimum size of organization. Qualitative aspects, such as personnel, are being given greater emphasis than in the past. A changing emphasis has strong implications relative to the form of organizational structure. The following excerpts illustrate this point.

Leigh in the summary volume of an inquiry into the public library in the United States found:



1. That adequacy of public library service could not be described in terms of per capita support but rather " . . . in terms of numbers and kinds of staff members and of types and quantities of new materials needed to provide modern library service."

2. That \$100,000 appeared to be the dividing line between a seemingly adequate and inadequate annual budget for a single public library regardless of size.<sup>16</sup>

Turning to schools, the American Library Association calls for the following minimum standards which are still somewhat quantitatively oriented:

1. A Provincial School Library Supervisor
  2. A District School Library Supervisor
  3. Competent school library staff on the basis of one fully trained librarian per 300 students
  4. A purchase budget (for books only) of four to six dollars per student per annum
  5. Additional funds for encyclopedia, unabridged dictionaries, magazines, newspapers, pamphlets, audio-visual materials, supplies and equipment
  6. Extensive magazine and periodical reference material
  7. 120-150 magazine titles in secondary schools
  8. Three to six daily newspapers
  9. Adequate professional library facilities (200-1,000 titles)
- Add to this: generous space allowance per pupil, the provision of conference rooms and very comprehensive audio-visual equipment and facilities.<sup>17</sup>

More recently, Levirs, in a comprehensive study of the school libraries in the Pacific Northwest, made the following recommendations which emphasize the qualitative aspects:

1. Greater use should be made of full-time professional librarians by
  - (a) providing more clerical help; and
  - (b) combining services for small schools.
2. School librarians should improve their services by
  - (a) participating in professional library associations;
  - (b) keeping others informed as to the functions and services of libraries; and
  - (c) taking a greater part in curriculum building.
3. Book collections should be improved by
  - (a) greater library appropriations, especially in small schools;
  - (b) book selection designed to service the curriculum; and
  - (c) more extensive periodical and newspaper service.



4. Supervisory practices at state, district, and local levels should be improved in order to co-ordinate library services at all levels.

5. More state and provincial funds should be provided to extend both school and public library services.

6. School and public librarians should plan co-operatively to determine the separate and common functions of the two types of library.<sup>18</sup>

Basic propositions that appear to emerge from recent developments concerning library standards are as follows:

1. The emphasis in stated standards is shifting from quantitative to qualitative aspects. It has now been suggested that there are essential elements in good library service that must exist irrespective of population served.

2. The qualitative aspects center around kinds of staff, types of materials, and minimum budget.

These propositions are of special significance in terms of school and public library service in sparsely populated rural Alberta.

#### IV. LIBRARY LEGISLATION

Library legislation at any level of government often determines the nature and extent of library services provided. This section of the study is devoted to the examination of legislation in the following manner:

1. Brief reference is made to trends in legislation across Canada. A number of observations are made relative to emerging patterns in recent legislation enacted by provinces.

2. Library legislation in Alberta is given considerable emphasis because of its role in the establishment of Parkland Regional Library.

3. The Alberta Libraries Act is appraised in terms of its purpose



and effectiveness.

4. The last portion of this section deals with the role of the province in the area of school libraries. Although no direct legislation was found to exist in this regard, nonetheless the province assumes certain responsibilities because of the nature of educational grants. It was felt that reference to this indirect legislation would serve a useful purpose.

#### Canadian Trends in Library Legislation

An examination of the more recent library legislation across Canada revealed several trends. Perhaps the first significant trend was the encouragement of larger administrative units by permitting co-operative schemes. The latter were further encouraged in some cases by a particular grant structure. The second tendency noticed was that recent legislation dealt with public library and school library matters separately, suggesting a divergence in function. This type of separation has become more common in the past few years. The third tendency that emerged was the provision for a central provincial library. The role of the central provincial library, in some cases, the legislative library, is an evolving one.

Newsom, in examining the provisions of library legislation across Canada summarizes the trends as follows:

Library service across Canada is falling into certain definite patterns. The unified provincial library is gaining favour as the most economical and efficient administrative unit on the government level for the provision of library service to both government and the residents of the province. It is obvious, too, that Provincial governments are becoming increasingly aware of the need for adequate grants and sound organization so that libraries may take their place alongside the school as an integral part of the total experience known as education.<sup>19</sup>



## Public Library Legislation in Alberta

Before examining public library legislation a brief overview of existing services might be helpful.

Four different agencies administer library service in Alberta. The University of Alberta provides an open shelf and travelling library service through the Extension Library. The Provincial Library, which is essentially a legislative library, serves the legislature and the public service. The Department of Education supervises school libraries operated by school boards supported by government funds. In the area of public libraries, which is a branch of the Department of the Provincial Secretary, administration of them is the responsibility of the Supervisor of Public Libraries.

Public Library Legislation. The Libraries Act of 1956 brought forth new legislation in the field of library services in Alberta. Regional libraries, hitherto impractical because of a flat grant restriction, received some impetus through the per capita grant structure. This impetus was accorded in two ways. First, an establishment grant of one dollar per capita replaced the less tangible proviso of Section 29 in the 1953 Act which allowed for a grant by the Minister of Economic Affairs, the amount of which was at his discretion. The second and most important change dealt with the annual grant. According to the 1953 legislation a municipal or regional library could receive a maximum of \$550 in annual grant money. This sum was made up of a maximum book grant of \$500 on a matching basis and a \$50 maximum periodical grant on a matching basis also. The 1956 legislation provided the same annual grant structure but added a new section (60) which states:



Grants paid under section 59 shall be thirty-five cents "per capita" but not exceeding a total of five thousand dollars in case of a city having a population of less than forty thousand or ten thousand in case of a city having a population of forty thousand or more.<sup>21</sup>

The Act of 1956 was primarily designed to promote the establishment of a larger library service unit with a population base considerably larger than served by the community, association and municipal libraries in operation at that time. The Act incorporated many of the progressive features of the Nova Scotia, Saskatchewan and New Brunswick Acts of 1952, 1953, and 1954 respectively.

The Act is divided into seven main parts. Part I deals with the Central Library and the duties of the Director. Part II is concerned with the establishment and powers of the Alberta Library Board. Part III is directed at Municipal Libraries and Parts IV and V deal with Regional and Community Libraries respectively. Part VI covers the area Financial Assistance to Libraries and Part VII is labelled General and deals with many matters pertinent to all types of libraries.

Clause 36 is singularly significant in that it allows the amalgamation of public and school libraries. It reads:

Subject to this Act, a municipality, school division, or school district, may enter into an agreement to associate with one or more municipalities, school divisions or school districts, to establish, maintain and operate a regional library.<sup>22</sup>

A regional library must operate under a board of management which is titled "The (name of region) Library Board." The board consists of one member from each council of every associated county, two members who are appointed by the Lieutenant Governor in Council, and such additional members as may be appointed by the representatives of participating units



in the manner and to the number prescribed by regulations.

Clause 38 of the Act allows the Lieutenant Governor in Council to make regulations governing the establishment, maintenance, operation, management and inspection of regional libraries.

#### Appraisal of the Alberta Libraries Act

Prior to the Act of 1956 there was considerable public attention given to the possibilities of amalgamating public and school libraries. Crouch feels that it is the intention of the Act that city libraries should be part of the regions established, and that in five areas the city libraries were to be the key centers for regional systems. The tax support was planned at the same mill rate for urban and rural participants.<sup>23</sup>

Second, the Act failed to give sufficiently specific guidance to the development of regional libraries. Harland feels that the legislation regarding regional libraries is too broad.<sup>24</sup> He is of the opinion that there should be regulations written into the Act regarding the organization of a regional library. Regulations regarding proportions or amounts to be spent on books, salaries and buildings are also desirable.

According to Harland the matching book grant is not an equitable aid to good book stock as it bears most hardship on those least able to raise money. Any grant system which tends to perpetuate the small independent library unit is setting the wrong pattern of library development.<sup>25</sup> The formation of regional library units is so important that the government should give stronger financial inducement to regional libraries in the form of "per capita" grants on a higher scale than those given to municipalities. The higher per capita grants would be in addition to the



present establishment grant. The present scheme binds the Minister to fixed amounts in perpetuity; a weakness in a rising price economy.<sup>26</sup>

Harland concludes by saying that the Act provides for precaution by awarding grants on the basis of fixed standards. However, if these "standards" do exist they should be widely published. He also feels that the "Central Library Service," named in the Act, should be composed or combined with the present University Extension Library. The Alberta Library Board should also have greater responsibilities and powers.<sup>27</sup>

It seems reasonable to assume that the extent to which the large unit of library administration will become established in rural Alberta depends on the nature of existing legislation. Experience in other spheres requiring larger units of administration would indicate that permissive legislation is not sufficient. The present Alberta Library Act does not provide strong inducement for regionalization.

#### Provincial Role in School Library Services

Since 1936 school library development has been the responsibility of the school boards of this province. The role of the Department of Education has not been one of direct participation. The general school grant structure is deemed to include library services as an integral cost. It has been considered the function of each school board to determine the level of library service it provides.

Although the School Act contains no legislation in terms of school libraries per se, the role of the Department of Education in this respect is a significant one. At present there is not a library division or a specified official responsible for school libraries in the Department. The Chief



Superintendent of Schools would appear to be the officer most closely connected with libraries in the supervisory capacity. Library service is a branch which falls under the Division of Instruction headed by the Chief Superintendent of Schools.

At present a part-time librarian is responsible for the Departmental Library. The librarian also assists in the evaluation of free reading and enterprise books for the elementary school.<sup>28</sup> The approximate 5,000 volumes in this library are primarily used by the Department staff and the connection between it and the schools is quite remote.

In 1965 the Department of Education made available a teacher-librarian grant of fifteen hundred dollars for teachers providing library service at least two-thirds of their school time. The intent of this grant would appear to be one of encouragement to schools boards to secure library personnel. Its effect on school library development will be most interesting to watch.

## V. SCHOOL-PUBLIC LIBRARY RELATIONSHIPS

The ever-present public concern for economy and efficiency in library services consistently raises the question of the desirability of combining school and public services. To the public at large it appears most logical that combination is in order. Authorities on the subject are agreed, however, that co-operation should be restricted to certain spheres of operation.

A great deal has been written about the relationship between school and public libraries. Regarding this relationship Fenwick writes:



We have quite definite responsibilities identified with institutions [school and public] which are distinctly different; paralleling one another in functions at times, but each with a specialized work to do of great importance to the advancement of knowledge.<sup>29</sup>

Esterquest supports this view in a statement on library co-operation:

"For too long a time librarians have operated on the premise that any kind of co-operation is useful in one way or another."<sup>30</sup> Henne, commenting on a study of the school and public library, reports that "in this survey of relationships between school and public library service to children and youth, it is pointed out that effective service requires both school and public libraries standards, and ways of implementing them."<sup>31</sup> Another source commenting on the same question says that "the major purpose is that of clarifying the roles of school and public libraries in their service to youth: philosophies, functions, areas of responsibilities and financial support."<sup>32</sup> There is often concern that in some isolated schools the public library bookmobile is the only agency that can provide books. Mahar cautions that "on the other hand, many state, regional and county libraries are alarmed at the amount of time and expenditure going into this service to adults or to children in out-of-school time."<sup>33</sup>

The Department of Public Instruction in North Carolina has this to say on the subject:

It is the conclusion of all parties concerned that public library services can never replace the distinctive functions of the school library.<sup>34</sup>

Some distinctive functions which tend to separate school and public libraries are:

1. Providing books and other materials selected and organized to meet school needs.
2. Providing library quarters for reference and research
3. Assisting pupils and teachers in using the library



4. Teaching library and study skills and
5. Giving individual reading guidance. Essentially, bookmobile service to schools should be of a supplementary nature.<sup>35</sup>

On the basis of an examination of libraries serving a dual function in the Pacific Northwest, Drennan reports that:

The public library-school relationship when surveyed in the Pacific Northwest exemplifies the law of uneven development, with particular instances exhibiting every level of the relationship. There is very little evidence of complementary buying by the public and school libraries to offset duplication in book collections.<sup>36</sup>

Drennan also found that there was very little formalized connection between the public library and the schools. What was more significant was the tendency of county and regional libraries generally to be committed to the idea of service to schools, while metropolitan and state libraries were considering or implementing a reduction in service.<sup>37</sup>

Martin perhaps summarizes the majority view when he says, "In the past twenty five years many kinds of libraries have grown together; during the same period the public library and the school library have grown apart."<sup>38</sup> Most authorities are agreed that only partial amalgamation is desirable in most cases. In the case of large urban centers amalgamation of any kind is questionable.

#### Areas of Co-operation Between School and Public Libraries

Although professional opinion generally shows disfavor to complete amalgamation of school and public libraries there is some evidence that limited co-operation may be both feasible and desirable. Schenk suggests the following areas of co-operation:

1. Technical processing; ordering, cataloguing and processing
2. Maintenance of quarters - furnishings, etc.
3. Certain specific services - book, record and film exchanges
4. Business details - automation
5. Co-operative projects - in-service training.<sup>39</sup>



The American Library Association holds the view that if the public library is called upon to provide service in the schools, additional funds should be made available for this function. It also recommends that in a public school, the library should have its own board and funds.<sup>40</sup> Munn feels that co-operation can exist in such areas as union lists and catalogues; bibliographic centers; allocation of special fields of responsibility; and regional and deposit libraries.<sup>41</sup> He also states that co-operation does not disturb the autonomy of the local libraries because they are the result of intensive planning on a statewide basis.<sup>42</sup>

Adcock discusses an interesting development in Weld County, Greeley, Colorado. Here the Weld County Library has initiated a central purchasing and processing plan designed to help school libraries meet accreditation standards and to allow teacher-librarians to spend all their time in working directly with students. Charges for this service are based on actual cost of the book, cost of all supplies used and pro-rated cost of clerical labor.<sup>43</sup>

An area of co-operative service that is generally discouraged involves the use of public library bookmobiles to schools. Mahar appears to sum up the consensus in the following statement:

Sometimes school boards and library boards make contractual agreements for services (bookmobile) to schools and consider that these arrangements solve the whole dilemma. In these situations the advantages of school library service internally administered by school boards in close co-operation with school programs are often not understood.<sup>44</sup>

Martin supports this view when he says, "Fragmentary bookmobile service to schools is giving some school officials an excuse in postponing setting up their own facilities."<sup>45</sup>



Co-operation between school and public libraries appears more plausible in a less direct fashion. Martin and Mahar state:

Teachers, school librarians and public librarians should develop co-operatively a written guide to areas of co-operation necessary for effective use of the facilities of both libraries. Such a guide should include suggestions for the interchange of information on curriculum development, required work, teaching the use of the library, and reading guidance. It should follow or evolve from ventures in co-operation attempted or carried out over a period of time.<sup>46</sup>

In the Genesee County Library in Michigan, Olmstead describes a particular type of co-operation. This county provides a consultant service. It gives advice to school librarians, organizes workshops for school personnel, acts as liaison to administrators, arranges book fairs, and arranges exhibits. The county does not provide the book service of branch libraries or mobile units and deposits. The County Library hired a school consultant especially for these purposes.<sup>47</sup>

The area of co-operation suggested most often is that of central technical processing. Functions relating to direct pupil service were generally discouraged.

Sharing Facilities. On the question of school and public libraries sharing facilities, the literature examined points to a negative answer. Peterson claims that "it is a misguided attempt to get something for nothing."<sup>48</sup> He goes on to say that some of the reasons why shared quarters have not been successful are as follows:

- (1) Location - schools are situated in residential areas, public libraries in business areas.
- (2) Accessibility - school libraries should be in the center of the school which deters public users.
- (3) Administrative problems - dual control, costs of operation and supervision.
- (4) Psychological factors.
- (5) Size - the public library must be larger and richer in collection.<sup>49</sup>



Kee in a joint study states that:

Examples of findings in several cities show that in most instances public library branches in school buildings planned for service to both school and community have proved unsuccessful.<sup>50</sup>

Greenhill echoes the opinion that educational literature does not favor the combining of public and school libraries. Reasons suggested are:

- (1) A public library cannot cater to the needs of both. One must suffer and usually it is the adults.
- (2) In the United States and Canada only a few regional public-school libraries have survived.
- (3) School librarians must be teachers.<sup>51</sup>

#### Future Consideration Concerning Co-operation

Certain developments in school libraries are of particular significance in regard to future relationships with public libraries. Trump, writing about the future use of school libraries, states:

The school of the future will place much more emphasis on the development of individual student responsibility for learning and growth in intellectual inquiry. At the same time individual differences among students will be recognized as never before . . . Students will spend about 12 hours per week in school in independent study.<sup>52</sup>

Perhaps the most significant development in school libraries is the changing concept of its function. Gaver says that "the instructional materials center is here to stay and school librarians will have to join in its use."<sup>53</sup> The trend toward amalgamating print and nonprint materials into an instructional materials center has very serious implications for school-public library relationships. Since the nonprint aspect of school libraries is experiencing rapid growth the function of the school library becomes more specialized, particularly in content. It would appear that as the function of the school library becomes more curricularized the possibility of amalgamated services decreases.



Martin summarizes the evolving roles of school and public libraries by suggesting that the role of the school library is selective because it depends on curriculum which is dictated by objectives while the public library seeks to be more inclusive.<sup>54</sup>

### General Summary

This chapter covered five main areas. These have been summarized in the five points that follow.

1. The general trend in library development is toward the large administrative unit.

2. Public libraries are financed primarily by direct local taxation. Large municipal libraries receive the greatest support.

3. Public and school library standards are being examined with the emphasis on qualitative aspects. Kinds of personnel, types of materials and total minimum budget are considered a better indication of level of service than per capita spending.

4. Recent legislation relative to public libraries encourages the formation of larger units of operation. New methods of financial inducement have been introduced.

5. A complete amalgamation of public and school libraries is undesirable. Depending on the size of the units concerned, co-operation in such areas as technical processing, automated accounting, etc., is generally desirable.



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## CHAPTER III

### THE PARKLAND REGIONAL LIBRARY

The initial portion of this chapter deals with the historical background of Parkland Regional Library. Some of the events leading to the formation of the regional library in 1959 and the early form of its organization as first envisaged are covered. Included, also, are a number of early views depicting the aspirations of the sponsors. The latter part of the chapter is directed toward the objectives, policy statements, and administrative structure related to the development of Parkland Regional Library. The sub-headings used have been taken directly from the policy statement of the Parkland Regional Library Board. The comments following the direct quotations are the product of discussions held with the Chief Librarian. The purpose of the commentary after each policy statement is to provide a practising interpretation of each clause. In some cases opinions of an evaluative nature expressed by the Chief Librarian were made. These were confirmed for accuracy by the Chief Librarian after the chapter was completed.

#### The Origin

The enabling legislation which permitted the later formation of Parkland Regional Library was passed in 1956. The Supervisor of Public Libraries at the time, Mr. H. E. Newsom, set the stage for the amendments to the public library laws in Alberta in his preliminary report presented to the Minister of Economic Affairs in September of 1956. Although the geographic limits of Parkland Regional Library varied somewhat from those



proposed in Newsom's "Library Plan," other features. i.e., the legislative aspects, were essentially the same.<sup>1</sup>

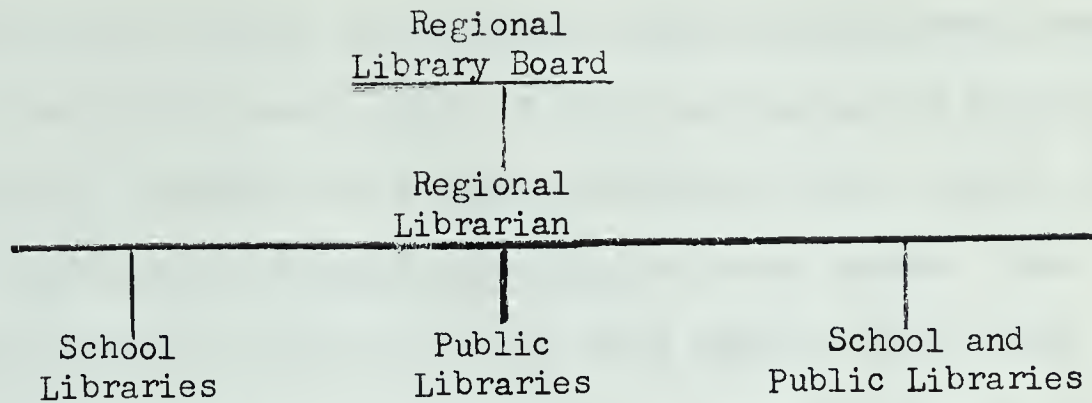
The Parkland Regional Library came into being January 1, 1959. A qualified librarian had been hired in the fall of 1958 to serve as the Chief Librarian.

There were four municipal bodies involved in the regional plan, namely, the counties of Lacombe, Ponoka and Red Deer and the Municipal District of Rocky Mountain House. Newsom had recommended that the Red Deer City Public Library serve as headquarters of the regional library but the City of Red Deer proper did not join. Since the Lacombe area was already in a regional system in terms of county service, it was chosen to be the center of operations.

The Annual Report of 1959 listed thirty-nine participating libraries. This figure included both school and public libraries. Thirty of these libraries were located in schools, some of which were also intended to act as public library centers. The report stated that the latter function was not being accomplished.<sup>2</sup>

The central feature of the plan was the marriage of public and school libraries. Three types of library outlets were envisaged as emerging from combined services, as shown by the following organizational chart.





The fact, however, that little or no distinction was made with respect to the relationship of Parkland Regional Library to school, public, and combined school and public libraries became a source of controversy in Parkland's early operation. The high degree of centralization of control with respect to book collections and matters relating thereto was generally opposed. Schools objected to losing control of the existing collections and to losing the right to select books. An imposition of uniform policy on the three types of outlets served, without differentiating in terms of function, was a constant source of problems in the early years of operation. In addition, the role of the Chief Librarian had not been defined.

The first Library Board, consisting of eight members appointed by County Boards and the Lieutenant Governor by Order in Council, contracted with the four member-areas to provide "general library service" at the per capita rate of 50 cents. The initial contract ran for three years, until the end of 1961, at which time it was renewed. In addition to the local levy, the Library Board received an Establishment Grant of \$1.00 per capita from the Provincial Government. This was granted on the basis of the three new areas only, viz., jurisdictions of Red Deer, Ponoka and Rocky Mountain House. The existing Lacombe Regional Library, really a county library, received an operating grant of 35 cents per capita from the Provincial



Government but did not receive the \$1.00 per capita Establishment Grant. The purpose of the Establishment Grant of \$1.00 per capita was to cover the initial expenses of equipment and supplies, additional staff, and to give an impetus to the bookstock through the buying of books needed. The existing public libraries in the three new areas received their usual annual book grant from the government, since the operating grant of 35 cents per capita was not in effect for the new areas at this date. The following year (1960) the entire participating region received an operating grant from the Provincial Government.

Total income for the year 1959 was \$73,590.67 which was made up from Provincial Government (\$43,234.00), four municipalities via school requisition (\$26,508.00), and book grants turned over by the community libraries (\$3,800.00).<sup>3</sup> In terms of expenditures \$31,340.00 was spent on books, \$18,422.00 on salaries, operating expenses came to \$14,436.10 and the remainder was spent on building and maintenance.

Some indications of the aspirations of persons who sponsored the creation of the Parkland Regional Library may be gained from the following excerpt taken from a brief entitled "The Articulation of School and Community Library Service in Alberta" submitted by Mrs. A. D. McFadden of Lacombe and Mrs. R. V. McCullough of Red Deer.<sup>4</sup>

We present herewith the advantages of integration under the following headings: Finance, Administration, Service, and Public Attitudes.

Finance. Integration appears to be a definite saving to the taxpayer for the following reasons:

- (a) Duplication of books and school reference materials (e.g., film strips, pamphlets, pictures, etc.) will be avoided.
- (b) Centralized administration would eliminate duplication of purchasing and processing staff.



(c) A branch library may or may not be housed in the school, but if it is located in the school, savings in utilities, caretaking, etc., can be effected.

(d) Publisher's discounts are greater to public libraries than to school libraries. Schools - 10-15%; Public - 30%.

#### Administration

(a) Qualified personnel can be attracted to a large library resulting in more efficient administration.

(b) When there is complete integration of school and regional libraries, the qualified personnel will be in closer contact with school students.

#### Service

(a) Classification and cataloguing of books requires trained personnel; under complete integration, all school reference books and aids would be classified and thus more readily accessible to teachers and students.

(b) The understanding and use of a properly classified library are invaluable to a student.

(c) By means of the request service, all materials would be available to students and teachers as well as to residents of the area.

#### Public Attitudes

(a) Sympathetic attitude of School Division Boards to library development is a factor. It would appear from the study of library development in rural Alberta to date that School Division Boards, because of their concern for reading and reference for school age children, have recognized the need for library service more than have other elected bodies. If we are to progress in the field of regional development, it appears that it may at least begin under the sponsorship of School Divisions.

(b) Location of branch libraries in schools presents both advantages and disadvantages. These libraries have a greater circulation record per pupil than those separated from the school, because of convenience. However, the reading habits of this school age group should be of most concern to governments and all co-operating agencies. Branch libraries located in the schools present a psychological barrier to most adults of the present generation. Because the next generation would be accustomed to this location, this barrier should lose its significance.

Of particular significance are the last two paragraphs. There appeared to exist an underlying impression that public libraries would experience greater benefits from the amalgamation in that the developments in school libraries would carry over to public libraries. The system has not been in operation long enough to assess this assumption. The Chief Librarian was of the opinion that public libraries were experiencing a



long range benefit from the amalgamation.

The first written report referring to the initial developments of the Parkland Regional Library was the Annual Report of 1959 in which the Chief Librarian commented:

. . . As a result of the sparsity and undeveloped nature of library service in the area before it was possible to give any kind of "general library service" the following had to be done.

- (a) Obtain suitable temporary quarters from which to operate
- (b) Hire and train clerical staff
- (c) Train staff in school and community libraries
- (d) Set up preliminary rules and regulations governing the issuing of books, fines, card fees, loss and damage, etc.
- (e) Process the number of books existing in the area
- (f) Assess quality of these books both in community and the school libraries.<sup>5</sup>

He also saw two future steps as being necessary:

- (a) Plan the building of collection in the schools and communities, basing them on existing stock; filling in weaknesses and adding books suitable to local specialized interests.
- (b) Building up reference and subject collections which would be housed at Headquarters for issuing on demand to branches throughout the area.<sup>6</sup>

There was no indication of the meaning of "general library service." No distinction was made between the different types of libraries served.

#### The Nature of the Present Operation

After five years of developmental operations, the Library Board and its chief administrative officer (Chief Librarian) produced a written statement of policies. This statement, published in early 1965, dealt with general objectives, materials, physical facilities and finance, services, public relations and administrative organization. The description in each case represents present operations.

The major source of information was the Chief Librarian. The commentaries following the quoted policy statements are the result of



interviews held with the Chief Librarian who elaborated on their meaning.

### General Objectives

The general objectives of Parkland Regional Library shall be:

(a) To organize, preserve and administer collections of books and related educational and recreational material in order to promote improved student achievement in schools, an enlightened citizenship and enriched personal lives.

(b) To provide opportunity and encouragement for all people of the Regional Library area to educate themselves continuously.

(c) To provide opportunity for recreation through the use of books and related materials.

(d) To serve the library area as a reliable center of information.

(e) To overcome the difficulties encountered in the provision of library service by placing organized collections of educational and recreational material in the schools of the Regional Library area as well as in community branches.<sup>7</sup>

Clearly the general objectives covered both the school and public library. The emphasis was placed on continuous education. Very significant was the phrase "placing organized collections of educational and recreational material in the schools . . . and community branches." The intended end product of this policy was the development of well stocked libraries serving the immediate needs of specific publics.

The role of the Parkland organization is thought to be largely administrative in that the staff, with the exception of the Regional Librarian, is non-professional. The major administrative contribution lies in the central technical services. The major professional function is the selection of books for the general reading of the public. The role of the Chief Librarian is clearly one of leadership for both school and public libraries. Subsequent sections describe in more detail the broad role of the Chief Librarian.



## Materials

(a) Parkland Regional Library will co-operate with Superintendent of Schools, Principals and School Librarians, to select wisely from the mass of available printed material so that the Schools' library purposes and the contributions of Parkland Regional Library will develop into fitting aids to the program of studies and a source of enrichment material for all students.<sup>8</sup>

The Chief Librarian annually arranges book displays whereby teachers in general are given the opportunity to see available books. In 1963 approximately five thousand books from the Canadian Publishers Association were displayed in two centers.<sup>9</sup> It is a matter of policy that the Chief Librarian is the final authority on the selection of any book or printed material that is to be purchased out of the regional allotment of \$1.25 per capita, viz., government grant: 35 cents per capita; co-operating jurisdictions: 90 cents per capita. The system in practice attempts to consider the wishes of all interested parties through the use of a request system. Selection by other individuals particularly applies to schools where a special fund is contributed directly by the school board for secondary references.

At least one school had a teacher selection committee which chose books and materials paid for out of the divisional or county school reference allotment. All schools used some form of selection which ranged from an unofficial committee of one to the entire staff. To date Parkland has not provided any form of written material to assist in stock selection. The recent formation of the Central Alberta Association of School Librarians might assist in this regard.

(b) The co-operation of Parkland Regional Library and the schools of the library area in the provision of material for schools' libraries shall be planned in such a manner as to eliminate unnecessary duplication of effort and materials.<sup>10</sup>



The Chief Librarian overviews all purchases made through Parkland. He advises the schools as to what type of book Parkland will buy, thus allowing a school to fill its library reference allotment with titles that Parkland would not normally buy because the books are curriculum oriented. Central processing avoids a great deal of unnecessary duplication of effort and materials.

(c) Parkland Regional Library may act as purchasing and processing agent for such school authorities as desire such service on terms to be determined by the Library Board.<sup>11</sup>

This clause refers to the processing service provided to schools for the secondary reference materials which are selected by the schools themselves. Parkland acts as a purchasing agent for the schools. It has been suggested that a public library is able to get a larger discount from publishers and jobbers. There is some evidence to show that this may no longer be the case. At the present time Parkland gets a 35.5 per cent discount from its largest supplier.

There exists a standard practice relative to the fiscal arrangements involving the processing of books. The schools are billed for the cost of the book plus a service charge which depends on what is done to the book. For forty cents a book will have a jacket, a card pocket, a stock card, a charging card, plus an author, title, and subject card. No added entries are provided. This service is being subsidized by Parkland. The estimated cost for processing a title is 50 cents. However, the Chief Librarian feels that a subsidy is in order because all jurisdictions take advantage of this service. The school systems with the largest secondary reference allowance would naturally be subsidized to a greater extent. For multiple copies the processing charge is 10 cents



per copy after the first volume. This service is not restricted to new books only. However, at the present time it is concentrated there because of shortage of staff.

Parkland uses the Dewey Decimal Classification system and Sears subject headings. The latest edition of the Dewey system is in use. Cataloguing aids used are British National Bibliography (50 per cent), Canadiana, some booklists and others where appropriate. The Chief Librarian does certain cataloguing when a suitable aid is not available. None of these cataloguing aids is used explicitly but rather is modified to a typical form for Parkland.

(d) Parkland Regional Library will not attempt to furnish materials intended for formal classroom instruction in schools. Nor will it attempt to provide in community branches texts and other material required for formal courses of study given by extra-mural departments of institutions of higher learning. Standard works required by such courses may be part of the library stock but are intended primarily for self-study.<sup>12</sup>

This statement of policy has a very controversial background. Originally Parkland attempted to provide all reference materials as well as reading materials. It was found to be unsatisfactory for two reasons. Firstly, the Chief Librarian, being a public librarian by training, was not able to put on the shelves the type of reference materials readily adaptable to the curriculum. The degree to which this failing is valid is an academic question. However, it was thought to exist. It became necessary to distinguish between a general reference (incidental curriculum orientation) and a secondary reference (high curriculum orientation). The responsibility for the selection of secondary reference material was given to the teachers. Secondly, a resulting weakness caused by Parkland purchasing all materials was that teachers, by not participating, were



not becoming acquainted with the holdings of the school library. As a consequence the use of these reference books was barely marginal. It was the opinion of the Chief Librarian that placing the responsibility of some book selection back in the school has had the tendency to make reference books more functional. Although this change re-introduced certain weaknesses in book selection the matter of selection of teaching materials is clearly a teacher function.

Early practices revealed that teachers tended to order secondary references in classroom lots with the view to using them in a similar fashion to textbooks. Due to the demands on the budget and the questioned desirability of this type of purchase schools were asked to review their requisitioning practices. Although a complete consensus was not possible it was agreed that in many cases multiple copies of secondary references were quite in order and very necessary for effective use in the classroom.

(e) Parkland Regional Library will co-operate with other public and special libraries in the interlending of printed materials otherwise unavailable.<sup>13</sup>

Parkland does offer an interlibrary loan service. In 1963 there were 52 interlibrary loans made and 1,111 interbranch loans.<sup>14</sup> The latter constitutes what might be considered one of the special advantages of a regional system.

(f) Gifts of books and other printed materials will be accepted only on condition that they are made the property of the Regional Library for regional use and not restricted for the use of any one district.<sup>15</sup>

This clause is self-explanatory and quite necessary in a regional type of operation.



## Physical Facilities and Finance

(a) The provision of quarters for housing branch libraries shall be the responsibility of the town, village or community concerned; the Regional Library Board may act in an advisory capacity.

(b) The Regional Library is not responsible for school library quarters. It is always ready to act in an advisory capacity in school library planning.

(c) Parkland Regional Library will not be responsible for the payment of school or community librarians.<sup>16</sup>

These clauses illustrate a feature of Parkland that is highly significant in its operation. The method employed in financing Parkland is rather unique. Public library standards suggest that normal distribution for the average public library should approximate the following proportions of expenditure: salaries 65 per cent; books, periodicals and binding 20 per cent; other expenditures 15 per cent.<sup>17</sup> The distribution for Parkland is summarized in Table I.

TABLE I

### DISTRIBUTION OF EXPENDITURES OF PARKLAND REGIONAL LIBRARY

Year	Total Expend.	Salaries	%	Books	%	Other	%
1960	\$57,614.28	\$20,424.08	36	\$27,288.44	47	\$9,901.76	17
1961	57,283.02	19,094.52	33	32,999.42	58	5,189.08	9
1962	61,704.97	20,471.93	33	35,075.65	57	6,157.39	10
1963	69,682.95	19,927.50	29	44,169.90	63	5,585.55	8
1964	70,836.68	20,821.28	30	40,577.66	57	9,437.74	13

In 1960, out of a total expenditure of \$57,614.28, 36 per cent was spent on salaries, 47 per cent on books and 17 per cent on other operational costs. The following year the corresponding percentages were 33 per cent



(salaries), 58 per cent (books), and 9 per cent (other) on an expenditure of \$57,283.02. In 1962, the total expenditure of \$61,704.97 was distributed as follows: salaries accounted for 33 per cent, books were accorded 57 per cent and 10 per cent was spent on other needs. The total spending in 1963 was \$69,682.95, of which salaries, books and other matters accounted for 29 per cent, 63 per cent and 8 per cent respectively. In 1964 with the expenditures reaching \$70,836.68 the corresponding percentages were 30 per cent (salaries), 57 per cent (books) and 13 per cent (other).

Table I illustrates the unusual expenditure distribution of Parkland. Direct comparison of expenditures with any other system cannot be accurate because complete library expenditures in Parkland are unknown. County Councils as well as incorporated communities were spending additional funds for the housing, maintenance and custodial services in their libraries. School boards operated in a similar fashion. The effect of this policy was reflected in the low proportion spent on salaries and the high proportion spent on books.

The rate of growth of book collection was directly related to the policy of non-controlled outlets. For example, there were 19,168 books added in 1963.<sup>18</sup> Of the \$1.25 per capita that Parkland received, a startling figure of 63.4 cents was spent on books. The Canadian Library Association suggests a per capita figure of \$2.50 in order that superior service can be provided. Twenty per cent of this amount or 50 cents should be spent on books, periodicals, etc. In Parkland where the per capita figure was one-half of the recommended C.L.A. amount the actual expenditure per capita on books was 13.4 cents more. However, as previously pointed out, the actual expenditure per capita in Parkland was considerably higher



than \$1.25.

The main factor contributing to the low salary proportion was the lack of professional librarians. The Chief Librarian was actually the only professional librarian in the system. At headquarters the Chief Librarian had four full-time clericals and two part-time assisting him. One more full-time assistant was to be added in the next budget year.

### Services

(a) The Regional Library will initiate programs, book lists, etc., to stimulate the use of library materials for the enlightenment of people of all ages.<sup>19</sup>

Parkland is just completing a looseleaf catalogue of all non-fiction holdings. This is really a classified subject list. It has replaced the regional catalogues which could not be placed in all branches. A considered advantage of this type of listing is that certain portions of it, i.e., the photography section, can be sent to photography clubs. It is expected that there will be an increase in interlibrary loans because of this circulated information.

Parkland enters a display at all local library functions in order to assist in publishing its existence. To date, however, Parkland has not broadened its resources to include films, film strips, recordings, tapes and other audio-visual and fine arts materials. The Chief Librarian feels that the book stock must be raised to a minimum of 160,000 volumes before Parkland broadens its function. This objective is expected to be reached in the next three years.

(b) The Regional Library accepts the responsibility of going beyond its own resources to satisfy the needs of various readers.<sup>20</sup>



This clause elucidates on clause 3 (e). It commits Parkland to an interlibrary loan service.

(c) The Regional Library may assist school librarians by initiating, meetings and conducting workshops designed to improve the quality of librarianship throughout the region.<sup>21</sup>

The following excerpt is taken from the 1963 Annual Report:

School librarians of the region are to be congratulated on the formation of the Central Alberta Association of (School) Librarians. This is an association of double purpose which is designed to be a specialist council within the Alberta Teachers' Association, and a group of practising librarians devoted to the efficiency of their own libraries and of the operation of Parkland as it affects school libraries. Many organizations are hampered by lack of internal communication but this problem, where it exists, should disappear from Parkland. The Regional Librarian is an ex-officio member of the group.<sup>22</sup>

Presently this organization meets bi-monthly. Its meetings cover three phases. There is a regular business meeting which encompasses all the membership. The section of the meeting devoted to A.T.A. Library Specialist Council matters is restricted to teacher librarians. The inservice portion of the meeting which is under the direction of a program committee is extended to assist all library personnel in the Parkland Regional. Any special workshops held are organized through the executive of this Association.

(d) Library Services will be withdrawn from any members of the public where such withdrawal is warranted by failure to return borrowed books or other material; refusal to pay the penalties set for failure to return in a stipulated period; destruction of library property, creating a disturbance or objectionable conduct.<sup>23</sup>

Parkland, like any organization providing public service, must protect its members by having in its policy statement the means of disciplinary action spelled out.



## Public Relations

(a) The Librarian and his staff are aware that they represent Parkland Regional Library at every point of public contact.

(b) The Librarian will respond to requests to give talks to schools and allied groups, service and other community groups.

(c) The Board recognizes that good public relations can best be practised by the provision of the best possible library service.<sup>24</sup>

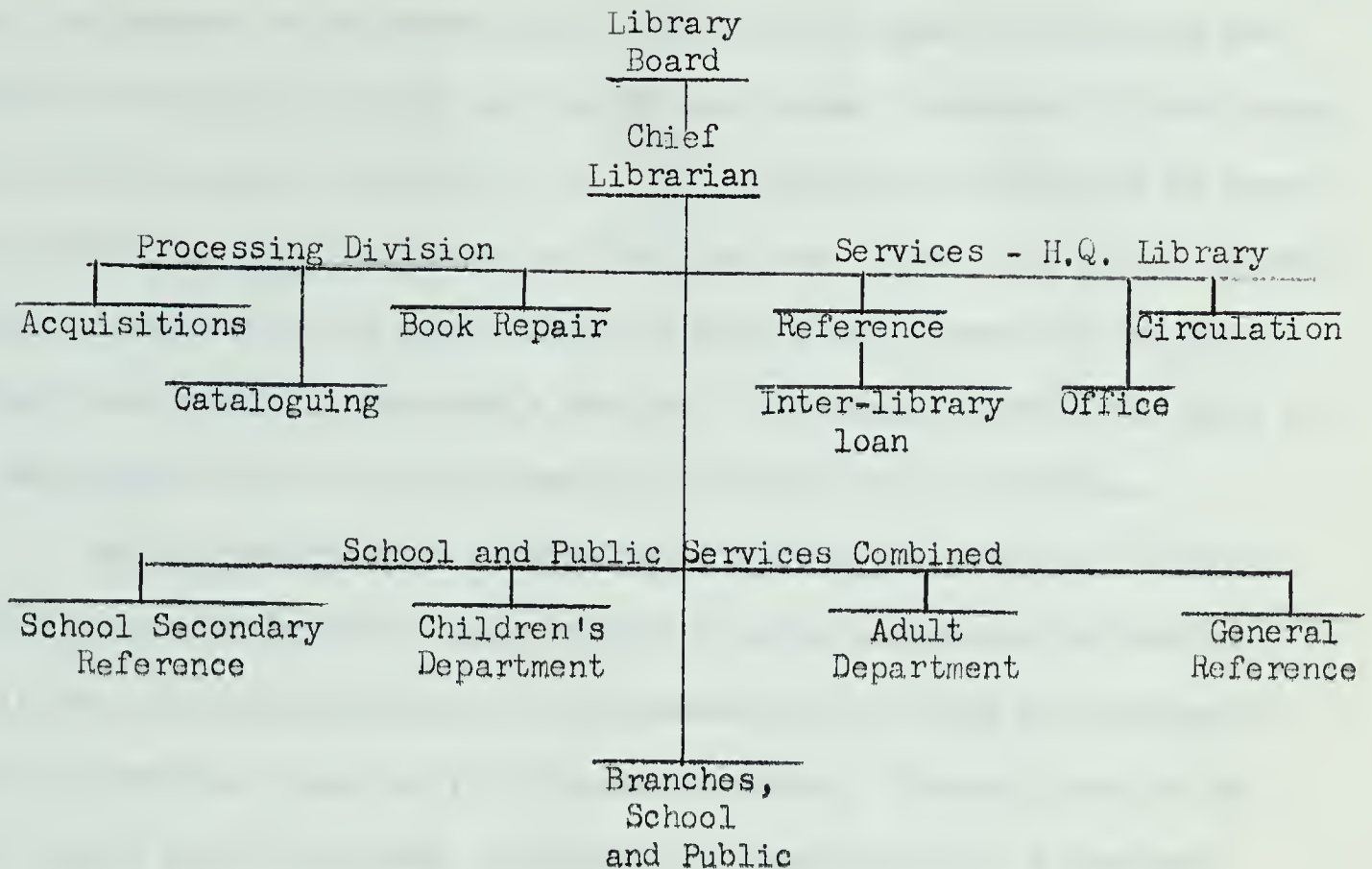
The Chief Librarian is of the opinion that an awareness of public relations is important in a regional library where a wide cross section of varying publics are served. A persuasive leadership is required to earn and retain the support of the many governing agencies involved. It was pointed out that there are no independent community libraries, as such, left in the Parkland region. All have joined Parkland voluntarily and none has exercised the option to withdraw.

The Chief Librarian visits the 31 school libraries once every month. Community libraries are visited as often as possible in the light of the limited hours of accessibility to some of the smaller ones. On these visits a number of books are deposited, e.g., 60 books to a school of 500 pupils, and rejects and unwanted books are picked up. The regular visit plus the continual injection of books was felt to contribute a great deal to a wholesome relationship.

## Organization

An organizational chart of Parkland Regional Library after five years of operation assumed a more sophisticated form. The following chart illustrates developments that have taken place.





There are a number of particular features in this type of organization that make Parkland an unusual hybrid. The extent of combined services would appear to be quite high, although geared heavily toward the schools. The Chief Librarian suggested that in most regional library systems the school is an appendage which is seldom securely attached. In Parkland the school libraries are foremost on the premise that this is where most of the readers can be reached.

There are other points of special significance relating to matters concerning organization which the Chief Librarian has put forth. Sixty per cent of the population in the Parkland region are not situated in an incorporated community.<sup>25</sup> These are rural people. The maximum reader potential at any projected bookmobile stop has been calculated to be approximately fifty readers. Children of school age could, for the most



part, be reached on Saturdays only. For these reasons Parkland has not provided bookmobile service nor has it used deposit stations in the region. The Chief Librarian felt that it is more realistic and efficient to serve the schools in the rural areas and build up the collections in the eleven branch libraries to the point where the public will travel to use them rather than providing bookmobile service. Bookmobile service was felt to be desirable after the establishment of strong branch libraries.

At the present time Parkland does not provide hospital service, direct reader guidance nor does it have a music and record collection. Adult education activities are not initiated nor is there any provision for film and film usage or for discussion groups. Probably one of the most unique characteristics of Parkland's organization as a regional library is the fact that it does not use bookmobile service nor are there any deposit stations other than schools. There exist a total of thirty-one school libraries and eleven community libraries. Another important distinguishing feature is the limited distinction between public and school libraries in the organization and operation of Parkland. The processing of school-ordered secondary references is in reality the only distinct department.

### Summary

A number of generalizations emerge from this chapter.

These are:

(1) The original sponsors of Parkland Regional Library felt that by integrating public and school library services there would be distinct advantages to both in terms of finance, administration and services.



(2) A lack of understanding by officials of the function of a school library and the role of the teacher created serious problems. In the early stages, the Library Board did not set out the function of the Regional in relation to the type of outlet served.

(3) The policy statements which were drafted in the fifth year of operation grew out of the practice at that time. Former areas of controversy, e.g., book selection, were spelled out for the first time.

(4) The nature of the organization of Parkland Regional Library changed with the differentiation of the kinds of services offered. Departmentalization took place to accommodate the differences between the types of outlets.



## FOOTNOTE REFERENCES

<sup>1</sup>H. E. Newsom, op. cit., p. 30.

<sup>2</sup>Parkland Regional Library, 1959, op. cit., p. 8.

<sup>3</sup>Ibid., p. 4.

<sup>4</sup>A. D. McFadden and R. V. McCullough, "The Articulation of School and Community Library Service in Alberta," Unpublished Brief drafted by the Library Committee of the Alberta Federation of Home and Schools, 1955, pp. 1-2-3.

<sup>5</sup>Parkland Regional Library, "Annual Report," 1959, Lacombe, Alberta, p. 4.

<sup>6</sup>Ibid., p. 4.

<sup>7</sup>Parkland Regional Library, "Policy Manual," Lacombe, Alberta, 1964, p. 1.

<sup>8</sup>Ibid., pp. 1-2.

<sup>9</sup>Parkland Regional Library, "Annual Report," 1963, Lacombe, p. 4.

<sup>10</sup>Parkland Regional Library, "Policy Manual," Lacombe, Alberta, p. 2.

<sup>11</sup>Ibid., p. 2.

<sup>12</sup>Ibid., p. 2.

<sup>13</sup>Ibid., p. 2.

<sup>14</sup>Parkland Regional Library, 1963, op. cit., p. 6.

<sup>15</sup>Parkland Regional Library, "Policy Manual," Lacombe, Alberta, p. 2.

<sup>16</sup>Ibid., p. 2.

<sup>17</sup>Canadian Library Association, op. cit., p. 18.

<sup>18</sup>Parkland Regional Library, 1963, op. cit., p. 2.

<sup>19</sup>Parkland Regional Library, "Policy Manual," Lacombe, Alberta, p. 2.

<sup>20</sup>Ibid., p. 2.

<sup>21</sup>Ibid., p. 2.

<sup>22</sup>Parkland Regional Library, 1963, op. cit., p. 3.



<sup>23</sup>Parkland Regional Library, "Policy Manual," Lacombe, Alberta, p. 3.

<sup>24</sup>Ibid., p. 3.

<sup>25</sup>Parkland Regional Library, 1963, op. cit., p. 4.



## CHAPTER IV

### SURVEY OF SCHOOL LIBRARY SERVICES IN PARKLAND REGIONAL LIBRARY

A questionnaire (Appendix A) was circulated to the schools served by Parkland. There were twenty-eight replies out of a possible thirty. The results were tabulated in nine summaries which appear in this chapter. The purpose of the questionnaire was to obtain information regarding the nature and extent of library services directly in the schools. It also attempted to elicit from the teacher-librarians and custodians a personal appraisal of the Parkland operation.

The tables which appear in this chapter follow the format of the questionnaire. The questionnaire is sub-divided into three main sections, the topics of which correspond to the major areas in published school library standards.

In compiling the results of the questionnaire it became evident that certain types of schools were generally further advanced than others in most aspects of library service. School size was a significant factor, particularly in the very small schools which did not qualify for government building grants. Schools slightly larger than the minimum qualifying size tended to be in the same category as the very small ones. The most significant factor in determining the nature of library development was the type of school. Generally speaking, schools that offered high school grades were further advanced in matters of local jurisdiction, i.e., facilities, personnel and, to a lesser degree, materials. However, it was noted that there tended to be greater equalization in services under the jurisdiction of the Parkland Regional Library, viz., collection, cataloguing and classification, etc.



For purposes of organizing the data, schools were placed in two categories: those with high schools and those without. The distinction is as follows:

Class A: These are Senior High Schools, Junior-Senior High Schools and Twelve-Grade Schools.

Class B: This category has Elementary, Elementary-Junior High Schools and Junior High Schools.

The tables in this chapter are organized in the following manner: Table II deals with the types and sizes of schools in the survey. Tables III and IV cover the library physical facilities in Class A and Class B schools. The enumerated items follow the first section of the questionnaire. These items have been abbreviated for more satisfactory tabulation. Items in subsequent tables have been shortened where desirable.

Tables V and VI deal with the general collection in terms of materials in the two classes of schools. The items are taken from the second section of the questionnaire. Table VII combines both categories and covers the aspects of classification and cataloguing. The points listed in this table are most closely associated with Parkland central services.

Tables VIII and IX are patterned after the third section of the questionnaire. Items covered in both classes of schools are directly related to library personnel and practices. Table X completes the third section of the questionnaire by indicating the major duties of teacher-librarians in order of time spent. This table is limited to the duties ranked first, second or third. The data are broken down according to class of school and then combined to give an overall picture.

The commentaries introducing each table have been included for



clarity. A section of discussion follows tables of similar content, i.e., Class A and Class B schools have been combined to facilitate comparisons and reduce repetition. Appraisal of this data takes place in Chapter V.

### Types and Sizes of Schools

Out of 18 schools categorized as Class A there were 5 that had more than 24 teachers, 2 that had fewer than 13 teachers and the remaining 11 schools had from 13 to 24 teachers. Class A schools are those that offer high school grades.

In the Class B schools only 1 had more than 24 teachers. There were 8 that had 3 to 12 teachers and 1 school in the 13 to 24 teacher category. In the Class B category 3 of the schools had fewer than 150 pupils. Class B schools are those not having high school grades.

TABLE II

#### TYPES AND SIZES OF SCHOOLS SURVEYED IN PARKLAND

Type	Size	Number of Schools
Class A	6 to 12 teachers	2
	13 to 24	11
	25 or more	<u>5</u>
	Total	18
Class B	3* to 12 teachers	8
	13 to 24	1
	25 or more	<u>1</u>
	Total	10
Grand Total		28 schools
* 3 schools have fewer than 150 pupils		



## Library Facilities

Table III deals with the library physical facilities in Class A schools. All 18 schools in this category had central libraries. Five of the total (28 per cent) had a floor area greater than 1500 square feet. There were 8 (44 per cent) that had 700 to 1500 square feet of floor space which is equivalent to between one and two classrooms in size. There were 5 (28 per cent) that were smaller than 700 square feet or one classroom in size.

TABLE III

### LIBRARY PHYSICAL FACILITIES IN CLASS A SCHOOLS

Questionnaire: Section A		Responses	
Items	N = 18	Number of Schools	Percent of Schools
1. Schools having central libraries		18	100
2. Floor area: More than 1500 sq. ft.		5	28
700 to 1500 sq. ft.		8	44
Less than 700 sq. ft.		5	28
3. Seating capacity: More than 50 pupils		9	50
25 to 50 pupils		4	22
Fewer than 25 pupils		5	28
4. Periods per week in operation: More than 24		13	72
10 to 24		2	11
Fewer than 10		3	17
5. Free reading area		11	61
6. Adequate shelving		13	72
7. Accessible location		18	100

The seating capacity was distributed in the following manner: nine out of the total of 18 schools (50 per cent) could seat more than 50 pupils; 4 (22 per cent) were able to accommodate 25 to 50 pupils; and 5 (28 per cent) could seat fewer than 25 pupils.



In terms of operation, 13 school libraries (72 per cent) operated for more than 24 periods in a 40 period week. There were 2 (11 per cent) that were open to students from 10 to 24 periods and 3 (17 per cent) of the schools in this class had libraries that operated for fewer than 10 periods.

Free reading area was available in 11 (61 per cent) of the eighteen schools. There were 13 (72 per cent) that reported having adequate shelving and all 18 felt that the library was reasonably accessible to all classes in the school.

Table IV summarizes the library physical facilities in Class B schools. There were 9 out of the 10 schools in this category that had central libraries. None of the ten had more than 1500 square feet of floor space and only 3 had 700 to 1500 square feet. The remaining 7 were under 700 square feet in size. Only 1 library had a seating capacity of more than 50 pupils and 4 of the 10 could accommodate 25 to 50 pupils. Half of them (5) were able to seat fewer than 25 pupils.

Two of the libraries were in operation more than 24 periods out of a 40 period week. There was 1 library that operated between 10 to 24 periods and 7 out of the 10 were open for fewer than 10 periods per week.

Six of the 10 reported having a free reading area and 7 libraries had adequate shelving. All 10 reported that the school library was in a reasonably accessible location.

Discussion. Tables III and IV bring out a number of significant points. Since only one school in the total of 28 (Class A and B combined) did not have a central library it would seem that the services offered by Parkland tend to encourage central libraries within the schools. Sixteen out of the total were one classroom or better in size. Schools that offered



high school grades tended to have libraries with greater seating capacity as well as a greater degree of service in terms of operating time. The items dealing with free reading area, shelving and accessibility received similar responses in both types of schools.

TABLE IV

## LIBRARY PHYSICAL FACILITIES IN CLASS B SCHOOLS

Questionnaire: Section A		Responses	
Items	N = 10	Number of Schools	Percent of Schools
1. Schools having central libraries		9	90
2. Floor area: More than 1500 sq. ft.		0	0
700 to 1500 sq. ft.		3	30
Less than 700 sq. ft.		7	70
3. Seating capacity: More than 50 pupils		1	10
25 to 50 pupils		4	40
Fewer than 25 pupils		5	50
4. Periods per week in operation: More than 24		2	20
10 to 24		1	10
Fewer than 10		7	70
5. Free reading area		6	60
6. Adequate shelving		7	70
7. Accessible location		10	100

There were marked differences in the type of library facilities provided among the school jurisdictions served by Parkland. Development in this service area has not gone forward at the same rate. There was more consistency among the schools of a particular jurisdiction than among the systems in Parkland. Leadership at the school system level has had a considerable bearing in this respect.

The recency of school building programs in various jurisdictions might also have been a significant factor in the differences noted in



library facilities. New libraries are more adequate than those which have been improvised or renovated. The latter were not likely covered by government grants whereas the new ones were built with government funds.

### School Collections

Table V summarizes the nature of the collection in terms of books and materials in Class A schools. All 18 of the schools had some periodicals. None had over 100 subscriptions and only 3 (17 per cent) had over 25. The remaining 15 subscribed to fewer than 25 periodicals.

Eleven schools (61 per cent) had a vertical file and the same number reported having a pamphlet file. Only 1 (6 per cent) had a map chest and 4 schools (22 per cent) subscribed to a newspaper. Three of the 4 schools that reported having a newspaper were subscribing to 2 or more dailies.

Four schools (22 per cent) had tapes in the school library. None had over 100 and only 1 had over 24 tapes in its collection. The record collection was somewhat similar in that 2 libraries (11 per cent) reported having over 100 recordings and 3 (17 per cent) had over 24 but not over 100 recordings. Of the 18 schools half of them had recordings in the library collection. Twelve (67 per cent) of the Class A libraries housed filmstrips. One (6 per cent) of these had over 500 filmstrips while 7 (39 per cent) of the libraries reported having 100 to 500. There was one library (6 per cent) that handled films.

Thirteen libraries (72 per cent) stocked a professional book collection. Four (22 per cent) of these had 200 titles or more. Five (28 per cent) of the libraries reported a book collection of over 6,000 volumes. There were 8 (44 per cent) that were in the 3,000 to 6,000 range with the remaining 5 (28 per cent) under 3,000 volumes. Three libraries



TABLE V

## BOOK AND MATERIALS COLLECTION IN CLASS A SCHOOLS

Questionnaire: Section B		Responses	
Items	N = 18	Number of Schools	Percent of Schools
1. Schools having periodicals		18	100
over 100		0	0
25 to 100		3	17
under 25		15	83
2. Schools having vertical file		11	61
3. Schools having pamphlet file		11	61
4. Schools having map chest		1	6
5. Schools having newspapers		4	22
2 or more (daily)		3	17
6. Schools having tapes		4	22
over 100		0	0
25 to 100		1	6
7. Schools having recordings		9	50
over 100		2	11
25 to 100		3	17
8. Schools having filmstrips		12	67
over 500		1	6
100 to 500		7	39
9. Schools having films		1	6
10. Schools having professional book collection		13	72
200 titles or more		4	22
11. Schools having total book collection			
over 6000		5	28
3000 to 6000		8	44
under 3000		5	28
12. Schools having sets of Encyclopedia			
10 or more		3	17
5 to 9		13	72



(17 per cent) had 10 or more sets of encyclopedia in the collection and 13 others (72 per cent) reported having 5 to 9 sets of encyclopedia.

Table VI summarizes the type and extent of collection in Class B schools. The items covered are similar to those in Table V.

Nine of the 10 Class B schools had periodicals in the library. None had over 25 subscriptions and 2 (20 per cent) reported having 10 to 25 subscriptions. Two of the schools (20 per cent) had a vertical file and half of them, or five schools, submitted having a pamphlet file. None of the schools in this category had either a map chest or a newspaper in the library.

Three (30 per cent) stocked tapes with none over 100 and 1 (10 per cent) possessed between 25 to 100 tapes in the library. Six (60 per cent) had recordings and 1 of these (10 per cent) reported having over 100. Two of them (20 per cent) owned between 25 to 100 recordings. A larger proportion had filmstrips in the collection. Eight (80 per cent) reported stocking filmstrips. None had over 500 filmstrips and 2 (20 per cent) stated having between 100 and 500. There were no schools in this category with films in the library collection.

Four (40 per cent) of the libraries had a professional book collection with none of them having 200 titles or more. The total book collection was over 6,000 in 1 school (10 per cent). One other was in the 3,000 to 6,000 range and the remaining 8 (80 per cent) were under 3,000 volumes. None of the schools had 10 or more sets of encyclopedia and 6 (60 per cent) reported having 5 to 9 sets.



TABLE VI

## BOOK AND MATERIALS COLLECTION IN CLASS B SCHOOLS

Questionnaire: Section B		Responses	
Items	N = 10	Number of Schools	Percent of Schools
1. Schools having periodicals		9	90
Over 25		0	0
10 to 25		2	20
2. Schools having vertical file		2	20
3. Schools having pamphlet file		5	50
4. Schools having map chest		1	10
5. Schools having newspapers		0	0
2 or more		-	-
6. Schools having tapes		3	30
over 100		0	0
25 to 100		1	10
7. Schools having recordings		6	60
over 100		1	10
25 to 100		2	20
8. Schools having filmstrips		8	80
over 500		0	0
100 to 500		2	20
9. Schools having films		0	0
10. Schools having professional book collection		4	40
200 titles or more		0	0
11. Schools having total book collection			
over 6000		1	10
3000 to 6000		1	10
under 3000		8	80
12. Schools having sets of Encyclopedia			
10 or more		0	0
5 to 9		6	60



Discussion. Tables V and VI bring out a number of pertinent points.

(1) There is a reasonable consistency in the amount and variety of print materials in both Class A and Class B schools.

(2) There is a wide variation in the nature and extent of nonprint materials in both types of schools.

(3) Class A schools have superior print collections and have advanced further in nonprint collections.

The Parkland Regional Library restricts itself to handling print materials and leaves the nonprint area to the schools entirely. This policy likely accounts for the general consistency in print holdings throughout the schools and the wide variation in nonprint holdings. Another factor contributing to this variation is the concept of the library by the personnel in each jurisdiction. Some school systems have accepted and promoted the instructional materials center concept while others have not.

### Processing of Materials

Table VII summarizes the nature and extent of the cataloguing and classification of books in all schools. Since this function is primarily the responsibility of the Parkland Regional Library as a service to all its schools, regardless of size or type, no distinction has been made in the latter.

In the non-fiction or reference collections of schools, 5 schools (18 per cent) had over 3,000 volumes; 4 (14 per cent) reported holdings of 2,000 to 3,000 volumes; and 11 schools (39 per cent) had 1,000 to 1,999 volumes. Conversely in the fiction or non-reference there were 3 schools (11 per cent) that reported a stock of over 3,000 volumes, 7 (25 per cent)



were in the 2,000 to 3,000 range, and 11 (39 per cent) of the schools had a stock of between 1,000 to 1,999 volumes.

TABLE VII

## BOOK COLLECTION, CATALOGUING AND CLASSIFICATION IN ALL SCHOOLS

Questionnaire: Section B		Responses	
Items	N = 28	Number of Schools	Percent of Schools
1. Number of non-fiction (reference)			
over 3000		5	18
2000-3000		4	14
1000-1999		11	39
2. Number of fiction (non-reference)			
over 3000		3	11
2000-3000		7	25
1000-1999		11	39
3. Schools having complete card catalogue for books		10	36
4. Schools with all reference fully catalogued		7	25
5. Nature of catalogue cards:			
A. Reference			
(1) Author		26	93
(2) Title		26	93
(3) Subject Heading		26	93
(4) Collateral and Other		1	4
B. Non-reference			
(1) Author		18	67
(2) Title		11	39
6. Shelf List		20	71

Ten schools (36 per cent) reported having a complete card catalogue for books. Seven of the schools (25 per cent) indicated that all reference materials were catalogued. As to the nature of catalogue cards 26 schools



(93 per cent) used author, title, and subject heading cards with respect to the reference collection. One school (4 per cent) reported having collateral reference cards. In terms of non-reference cards, 18 schools (67 per cent) used author cards and 11 schools (39 per cent) employed title cards. Twenty schools (71 per cent) had developed a shelf list.

Discussion. Table VII indicates a relatively high level of processing (cataloguing and classifying) in the schools. Most schools have taken advantage of the cards provided and are building a complete card catalogue. It should be noted that Parkland did not provide a complete card service to all schools in the beginning and as a result most schools have had a backlog of books to process themselves.

One weakness that exists in this strong feature of Parkland is the lack of central processing services for nonprint materials. A service of this nature would encourage an integrated library which would fulfill the instructional materials center concept of function.

#### Library Personnel and Practices

Table VIII summarizes information relating to library personnel and practices in Class A schools. This table emphasizes the backgrounds of the teacher-librarians and the tasks of other personnel involved in library service.

Thirteen schools (72 per cent) of the library custodians were certified teachers. None of the custodians had a library degree or courses leading to a library degree. Nine of the 18 custodians had summer school courses in the library field and 8 custodians (44 per cent) reported having workshop or in-service training. All 18 custodians had job experience of



some kind.

TABLE VIII

## LIBRARY PERSONNEL AND PRACTICES IN CLASS A SCHOOLS

Questionnaire: Section C		Responses	
Items	N = 18	Number of Schools	Percent of Schools
1. Certified teacher		13	72
2. Library degree		0	0
3. Courses leading to library degree		0	0
4. Summer school courses in library field		9	50
5. Workshop or in-service training		8	44
6. Job experience		18	100
7. Periods per week for library duties:			
more than 24		10	56
10 to 24		4	22
8. Clerical assistance		4	22
over 15 hrs.		4	22
9. Student assistants		10	56
More than 10 hrs. per week		5	28
Paid student assistants		2	11
10. Hours in operation: over 6 hrs.		15	83
11. Schools having a book selection committee		5	28
12. Books selected by staff		16	89
13. Schools with staff quotas		10	56

Ten custodians (56 per cent) were providing library service for more than 24 periods out of a 40 period school week. Four of them (22 per cent) were in the library for 10 to 24 periods per week. A total of 4 custodians (22 per cent) had clerical assistance which totalled more than 15 hours per week. The other 14 custodians reported no clerical assistance.

Student assistants existed in 10 schools (56 per cent). Five of these schools (28 per cent) rated the total student assistance to be over



10 hours per week. Two schools (11 per cent) paid their student assistants.

Fifteen of the libraries (83 per cent) were open for more than 6 hours per day which extends beyond a normal school day in terms of minimum time. A book selection committee existed in 5 schools (28 per cent) and 16 of the schools (89 per cent) had their books selected by the staff in general. Ten of the schools (56 per cent) placed a quota on staff selections.

The nature of the tasks performed in terms of time spent on them have been summarized in a separate table. Table X covers this aspect in both Class A and Class B schools.

Table IX is similar to Table VIII in content but it summarizes library personnel and practices in Class B schools.

Nine of the ten custodians in Class B schools were certified teachers. None had a library degree or courses leading to one. Four custodians (40 per cent) had taken summer school courses and the same number had workshop or in-service training. All reported having had some job experience.

In terms of service 1 library (10 per cent) was open for more than 24 periods in a 40 period week. Two libraries (20 per cent) provided service for 10 to 24 periods per week. One of the 10 schools had clerical assistance available to the custodian and in this case more than 15 hours per week was provided. Six schools (60 per cent) reported using student assistants but in no school was there more than 10 hours of student assistance per week nor were any of the assistants paid. Six schools (60 per cent) kept their libraries in service all day (over 6 hours per day).

Insofar as book selection 3 schools (30 per cent) had a book selection committee; 8 schools (80 per cent) selected books through staff



selection in general; and 4 schools (40 per cent) imposed a limit on staff selection through various quotas.

TABLE IX

## LIBRARY PERSONNEL AND PRACTICES IN CLASS B SCHOOLS

Questionnaire: Section C		Responses	
Items	N = 10	Number of Schools	Percent of Schools
1. Certified Teacher		9	90
2. Library degree		0	0
3. Courses leading to library degree		0	0
4. Summer school courses in library field		4	40
5. Workshop or in-service training		4	40
6. Job experience		10	100
7. Periods per week for library duties			
more than 24		1	10
10 to 24		2	20
8. Clerical assistance		1	10
over 15 hrs.		1	10
9. Student assistants		6	60
more than 10 hrs. per wk.		0	0
Student Assistants paid		0	0
10. Hours in operation over 6 hrs. per day		6	60
11. Schools having a book selection committee		3	30
12. Books selected by staff		8	80
13. Schools with staff quotas		4	40

Discussion. Tables VIII and IX illustrate a number of salient features in the development of library service in Parkland schools. Seventy-nine per cent of the schools are served by either part-time or full-time teacher-librarians. The remaining twenty-one per cent have the services of a non-teacher custodian. One particular jurisdiction in Parkland accounts for the majority of the non-teacher custodians. Since all but one of these schools had high school grades, Class A schools were affected most by this specific practice.



Although Class A schools tended to enjoy a higher degree of library service than did Class B schools there was no difference in the levels of training of the teacher-librarians. None of the entire group had a library degree or courses leading to one. Forty-six per cent, however, had summer courses which are not part of a regular degree program. In addition, almost half of the designated teacher-librarians or custodians have had work-shop or in-service training.

In the vital area of book selection eighty-six per cent of the staffs were involved in choosing books. The role of the teacher-librarian was one of guidance and assistance.

The provision of clerical assistance in the libraries has been minimal.

#### Nature of Duties of Library Personnel

Table X summarizes the time spent by custodians on certain duties. Custodians were asked to rank these duties in order of time spent on them. Only those duties which ranked first, second or third were included in the summary. Class A and Class B schools are indicated separately and then combined.

Book selection was not ranked first or third by either a Class A or Class B school. It was ranked second once by a Class B school. Ordering was not ranked first or second by either type of school but was ranked third by a Class A school. Two Class A schools ranked cataloguing books first while 2 others ranked this item third. One Class B school ranked cataloguing books second. There were no Class A schools that ranked cataloguing materials first or second but 1 school ranked it third. Two Class B schools



TABLE X

## CUSTODIAN DUTIES IN PARKLAND IN RANK ORDER OF TIME SPENT

Questionnaire: Section C											
Item	Duties	Rank Order Class A Schools N = 18			Rank Order Class B Schools N = 10			Rank Order Class A & B Schools Combined N = 28			
		1	2	3	1	2	3	1	2	3	
a.	Book selection	0	1	0	0	0	0	0	1	0	0
b.	Ordering	0	0	1	0	0	0	0	0	1	1
c.	Cataloguing books	2	0	2	0	1	0	2	1	2	2
d.	Cataloguing materials	0	0	1	2	0	0	2	0	1	1
e.	Study hall supervision	3	0	1	2	2	0	5	2	1	1
f.	Pupil reading guidance	2	8	2	3	3	1	5	11	3	3
g.	Teaching library science	0	0	6	0	1	4	0	1	10	10
h.	Reference work (pupils and teachers)	8	6	1	1	3	3	9	9	4	4
i.	Training of pupil assistants	0	0	1	0	0	1	0	0	2	2
j.	Community library activities	0	0	0	0	0	0	0	0	0	0
k.	Checking out books, shelving, etc.	3	0	0	2	1	0	5	1	0	0



ranked cataloguing materials first and none in this category ranked this item second or third.

Study hall supervision was ranked first five times; 3 times by Class A schools and twice by Class B schools. None of the Class A schools ranked this item second and 1 ranked it third. Two Class B schools ranked it second and none ranked study hall supervision third. Pupil reading guidance was ranked first by 2 Class A schools, second by 8 schools and third by 2 schools in this category. Three Class B schools ranked reading guidance first and 3 others ranked it second. There were no Class B schools that ranked reading guidance third.

Teaching library science was not ranked first by either a Class A or Class B school. This item was not ranked second by any of the Class A schools although it received a third ranking by 6 of these schools. One Class B school ranked teaching library science second and 4 schools ranked it third. Reference work for pupils and teachers was ranked first 8 times by Class A schools. This item was ranked second 6 times and third once by schools in this category. Class B schools ranked reference work first only once. Three schools ranked it second and 3 others ranked reference work third.

The training of pupil assistants was not ranked first or second by either type of school and ranked third once by both. Community library activities did not receive a ranking of first, second or third by either a Class A or Class B school. Other activities such as checking out books, shelving, etc., was ranked first 3 times by Class A schools and twice by Class B schools. One Class B school ranked this item second and none ranked it third. No other Class A school ranked other activities second or



third.

Discussion. The nature of the duties of the teacher-librarians as shown by the rankings in Table X represent a reasonably sound emphasis in terms of professional service. Teacher and pupil reference was ranked either first, second or third the most times of any item. Pupil reading guidance was next in total frequency and teaching library science third. Non-professional tasks such as ordering materials were not accorded a disproportionate amount of time. Time spent on book selection and cataloguing materials was minimal. It must be assumed that these schools cataloguing books have a backlog not catalogued by Parkland or are not buying all their books through the regional.

No direct appraisals have been made in relation to the data in this chapter. Appraisal of the school library aspect of Parkland Regional Library follows in Chapter V.



## CHAPTER V

### AN APPRAISAL OF SCHOOL LIBRARIES

This chapter is devoted to two types of appraisals of the school libraries served by the Parkland Regional Library. These are:

(1) The school libraries in Parkland are assessed in terms of the Proposed Standards for School Libraries in Saskatchewan.

(2) The school libraries of Parkland are compared as a unit with a survey of school libraries in Saskatchewan.

Considering the fact that to date Alberta does not have school library standards, either qualitative or quantitative, it was necessary to look elsewhere for some statement of standards that might be applicable to the Parkland area. Saskatchewan standards were chosen. The purpose in using the proposed Saskatchewan standards relative to principles, objectives and quantitative standards, is really three-fold. First, the statements of principles and objectives from Saskatchewan permit a ready comparison insofar as underlying philosophies relative to library services. Secondly, the quantitative standards, viz., library programming, personnel, materials, budget, and physical facilities, provide a yardstick of development peculiar to the Canadian scene and applicable to Alberta. A third purpose in using the Saskatchewan proposed standards is that of providing an overall perspective of school standards from a Canadian school point of view.

The purpose of making a general comparison with a survey in a neighboring province was primarily to provide a realistic yardstick of present library development elsewhere. This was done on the premise that any school system in western Canada and perhaps all of Canada would not



compare favorably with stated school library standards. The general comparison is structured around twenty-one points which have been re-organized under the headings: Programming and Physical Facilities, Personnel, Materials and Budget.

The proposed standards for Saskatchewan schools have been dealt with under the following headings: Principles and Objectives, Library Programming, Library Materials, Library Budget and Library Physical Facilities. In each case the procedure used was as follows:

(1) A brief introductory statement

(2) A statement relating to or directly from the Saskatchewan standards

(3) Comparative data pertinent to Parkland Regional Library followed by or combined with evaluative comments relative to the status of Parkland schools and the proposed Saskatchewan standards.

A general summary follows at the end of the chapter.

### Principles and Objectives

The Saskatchewan proposed standards begin by examining what are considered to be underlying fundamental principles. These principles are given as:

(a) The purposes of the school library are identical with the school itself. Its programme is an essential element in the school's programme.

(b) The distinctive role of the school is to help the students develop library skills and form habits of using books and libraries effectively.

(c) Essential to the school library are: the librarian, the books and materials, the library quarters, and the library programme.

(d) An effective library programme requires the active co-operation and participation of teachers, principal and superintendent.

(e) School library service is basically the responsibility of the school board. It is not recommended that any agencies other than the



school operate or support the school library, nor that the school library serve any other than the students and staff for whom it was especially designed.

(f) A provincial supervisor, operating under adequate laws and regulations, and working in co-operation with school boards and local groups, is essential in performing promotional, advisory, administrative, and co-ordinating services not otherwise available to school libraries.

Hence, the objectives of the school library may be stated as follows:

(1) To participate effectively in the school programme as it strives to meet the needs of pupils and teachers.

(2) To provide pupils with the library materials and services most appropriate and most meaningful to their growth and development.

(3) To so stimulate and so guide pupils in their reading that they may derive increasing satisfaction from it, and may grow in critical judgment and appreciation of it.

(4) To provide pupils with library experiences which develop helpful interests, satisfactory personal adjustments, and desirable social attitudes.

(5) To introduce pupils to community libraries as early as possible and to co-operate with those libraries in their efforts to encourage continuing education and cultural growth.

(6) To work with teachers in the selection and use of all types of library materials which contribute to the teaching programmes promoting professional growth.<sup>1</sup>

The general objectives of the Parkland Regional Library have been stated as:

(a) To organize, preserve and administer collections of books and related educational and recreational material in order to promote improved student achievement in schools, an enlightened citizenship and enriched personal lives.

(b) To provide opportunity and encouragement for all people of the Regional Library area to educate themselves continuously.

(c) To provide opportunity for recreation through the use of books and related materials.

(d) To serve the library area as a reliable center of information.

(e) To overcome the difficulties encountered in the provision of library service by placing organized collections of educational and recreational material in the schools of the Regional Library area as well as in community branches.<sup>2</sup>

The fundamental principles outlined by the Saskatchewan Association of School Librarians cannot be applied completely to the Parkland organization. Part (e) dealing with operation and support of a school library



is in direct conflict to the situation in Parkland. Financial support in Parkland comes from both the provincial government and from school boards on a per capita basis. The operation of the libraries is under the jurisdiction of a library board which is autonomous. Consequently school boards do not have a direct voice in its operation.

Part (f) of the same principles is inapplicable in that Alberta does not have a provincial school library supervisor. In fact, Parkland's rules and regulations are those of the provincial statutes regarding public libraries in general and regional libraries more specifically. The Library Board of Parkland does work in co-operation with school boards and local groups in performing promotional, advisory, administrative, and co-ordinating services not otherwise available to school libraries.

The objectives of the school library as stated by the Saskatchewan school librarians are quite similar to those of Parkland with the exception of the type of collection and the emphasis in terms of users. In objectives (2) and (6) there is reference to library materials extending beyond a print collection. As a matter of policy Parkland has not seen fit to go beyond the provision of print materials. Filmstrips, tapes, etc., are the responsibility of the local school. The first objective stated by Parkland refers to related educational and recreational materials but these are not spelled out. This specific objective would appear to be restrictive in terms of the Saskatchewan standards.

In terms of emphasis the Saskatchewan objectives are directed to a higher degree at school children. The objectives listed by Parkland are oriented toward the community as a whole. This emphasis is a natural one in that the Parkland Regional Library is a public library by statute.



However, from a school point of view as represented by the proposed Saskatchewan standards the stated public emphasis by Parkland would constitute a weakness.

### Library Programming

Library programming refers to those aspects associated with the school library that assist in making it effective in terms of fostering teaching and learning.

The Proposed Standards for School Libraries in Saskatchewan does not refer to library programming in a quantitative fashion. Some of the points highlighted have been paraphrased and followed by statements pertaining to Parkland.

(1) The library program must meet the needs of students and teachers by permitting teacher-librarians to exercise a professional function.

The results of the questionnaire (Table X) indicate a developing library program in Parkland schools. Teacher-librarians are spending the majority of their time in three areas that indicate wholesome library development. Reference work with teachers and pupils, pupil reading guidance and instruction in library science were listed as the duties that consumed the greatest amount of library time. The positive development of the professional function of the teacher-librarians in Parkland relates favorably to that suggested by the standards.

(2) Central technical processing is necessary in order that teacher-librarians can spend more time on the professional tasks dealing with teachers, pupils and curriculum.

Central processing of print materials in Parkland Schools (Table VII) has enabled school librarians to devote more time to the service aspect.



However, nonprint materials are not centrally processed. In the professional aspect of book selection twenty-nine per cent of the schools have book selection committees made up of staff members and the librarian. This type of staff involvement is necessary to create a responsible, professional outlook on the part of teachers in regard to selection of materials.

The provision of central processing for at least print materials constitutes an important requirement of the proposed standards. Extending this service to nonprint materials is a decision that deserves further consideration. Nonetheless, this point remains a strength of the Parkland system.

(3) Teachers should accompany their classes to the library which should be open every period of the school day.

Library service in Parkland schools has established itself as one requiring a super-numerary teacher in order that teachers may accompany their classes to the library and have the opportunity to work together with the librarian. Seventy-five per cent of the Parkland school libraries (Tables VIII and IX) are open for more than three-quarters of the school day. Adequate development is taking place with reference to this particular standard.

(4) Clerical assistance and student assistants play an important part in creating effective library service.

Clerical assistance (18 per cent) and the use of student assistants (57 per cent) while in the infant stages point to a broader concept of library service (Tables VIII and IX). However, use of non-professionals as assistants to teacher-librarians in Parkland is minimal. The proposed Saskatchewan standards would indicate that further consideration be given to



this aspect.

(5) No modern school can afford to ignore the potential value of nonprint materials as part of the multi-media holdings of the library.

Approximately one-half the schools (Table V and Table VI) have grasped, at least partially, the concept of a materials center. The fact that no school has a complete catalogue of all holdings is likely due to the policy of Parkland inasmuch as nonprint materials are not handled. Some leadership in this specific area is needed if Parkland is ultimately to meet this standard.

### Library Personnel

It is often stated that the effectiveness of the school library program depends directly upon the adequacy of the librarian. The school librarian in order to be fully qualified must be a qualified teacher and a qualified librarian. While this criteria must remain as a long range objective, immediate needs dictate a more realistic approach to the shortage. Qualified teachers who have had some form of library training, either formal or in-service, must be acceptable for the immediate future. Using the latter criterion a number of comparisons can be made with the proposed Saskatchewan standards.

The proposed Saskatchewan standards divides personnel into (a) librarians and (b) clerks. Under librarians three divisions in terms of size of school are made. They are:

(1) Schools of 150 to 299 students should have the services of a half-time librarian.

There were nine schools in the Parkland system that enrolled from 150 to 299 students. Of these nine schools only three had the services of



a half-time teacher-librarian. Four schools ranged from four to fourteen periods per week in a forty period week while two schools had no super-numerary service at all. If schools in Parkland are to meet the proposed Saskatchewan standards a greater emphasis is needed in this area.

(2) Schools of 300 to 750 students should have the services of a full-time librarian.

There were eleven Parkland schools in the 300 to 750 student category. One of these schools had a full-time teacher-librarian. Seven of these schools ranged from twenty-nine to thirty-seven periods of service from a teacher-librarian working on a forty period time-table. Three other schools which ranged from eleven to twenty-four periods per week did not have the services of a qualified teacher but rather a lay person who was not a teacher or a qualified librarian. Schools of this category are fast approaching the suggested standard. No additional emphasis needs to be given to achieve this standard.

(3) Schools over 750 students should have one librarian for every 500 pupils.

Four schools in Parkland had more than 750 pupils and each of these had one full-time librarian. Three of these schools should have had three librarians and one of them needed two librarians to satisfy the proposed Saskatchewan standards. Proportional emphasis relative to library staffing has not been given to the large schools. On the basis of the proposed Saskatchewan standards this situation suggests further recognition of needs.

There are two sub-divisions with regard to the number of clerks:

(1) Schools of 300 to 750 pupils require the services of at least a half-time clerk.



On the basis of the number of clerks suggested only one school in Parkland of the eleven in the 300 to 750 pupil range meets the suggested standard. The remaining ten schools in this category reported no clerical assistance. According to the standards this area requires further consideration.

(2) Schools with over 750 pupils should have one clerk for every 500 students.

Of the four schools with over 750 pupils three of them had one full-time clerk and one school in this category did not have any clerical assistance. The enrolments of the three schools having one clerk each was such that three clerks would be needed to meet the standard. The large school without any clerical assistance would have warranted two clerks according to the standards used. Further consideration of the clerical assistance provided to large schools is suggested by the proposed Saskatchewan standards.

### Library Materials

Traditionally the library has been considered a storehouse of books and other printed materials. In recent years there has been a strong movement toward integrating print and nonprint materials in the school library. The proposed Saskatchewan standards take this concept into account.

Table XI summarizes the proposed Saskatchewan standards with respect to material and also includes some comparative figures for schools in the Parkland system.

Books. (1) In terms of books schools of 150 to 299 enrolment should have 3,000 books or 20 books per pupil according to proposed Saskatchewan standards.



TABLE XI

PROPOSED SASKATCHEWAN STANDARDS FOR MATERIALS  
COMPARED TO PARKLAND

MATERIALS	SASKATCHEWAN STANDARDS <sup>3</sup>	PARKLAND STATUS
a. Books		
1. Schools of 150-299 enrolment	3000 books or 20 books per pupil	Nine schools ranged from 1325 to 2500 books
2. Schools of 300-999	6000 to 10,000 books	4 out of 12 schools
3. Schools of 1000 or more	10 books per pupil	Maximum collection was 9000
b. Pamphlets	An extensive collection	16 out of 28 had a pamphlet file
c. Maps	An extensive collection	2 out of 28 had maps in the library
d. Periodicals		
Schools with grades K to 8	25 subscriptions	None
Schools with grades 9 to 12	100 subscriptions 2 daily newspapers	None 2 out of 15 schools
e. Audio-visual materials	An extensive collection of:	
	filmstrips	57%
	8 mm. cassettes	0%
	slides	0%
	records	54%
	tapes	25%
f. Professional materials	200 books 25 professional magazines	14% none



Nine schools in Parkland were in this category. The largest collection was 2,500 books and the lowest was 1,325 books.

(2) Schools with an enrolment of 300 to 999 pupils should have 6,000 to 10,000 books and schools of 1,000 pupils or more require 10 books per pupil to satisfy the proposed Saskatchewan standards.

In Parkland, 4 out of 12 schools with enrolments of 300 to 999 pupils had more than 6,000 books. Of the three schools with 1,000 or more pupils none had 10 books per pupil. The maximum collection was 9,000 books. Although the book collections generally fall short of the suggested standards there is adequate emphasis in this regard.

Pamphlets and Maps. Proposed Saskatchewan standards state that all schools should have an extensive collection of pamphlets and maps.

Sixteen of the 28 schools in Parkland had a pamphlet file while only 2 schools had maps located in the library. Considerable development is needed in this area to meet the requirements of the proposed Saskatchewan standards.

Periodicals. Proposed Saskatchewan standards suggest 25 periodical subscriptions for schools with kindergarten to grade 8. One hundred subscriptions and 2 daily newspapers are recommended for schools with grades 9 to 12.

None of the Parkland schools was able to meet the suggested standard for periodicals and only 2 schools out of a possible number of 15 had 2 daily newspapers. Although schools in Parkland have experienced some development in the area of periodicals, perhaps more than schools in other jurisdictions, they are considerably short of the proposed Saskatchewan standards in this specific area.



Audio-visual Materials. In the area of audio-visual materials the standards suggest that a school library should have an extensive collection of filmstrips, 8 mm. cassettes, slides, records and tapes.

Since there was no definition of an extensive collection the Parkland schools were tabulated on the basis of just having these materials. There were filmstrips in 57 per cent of the Parkland schools. None reported having either cassettes or slides in the library. Records and tapes were found in 54 per cent and 25 per cent of the school libraries respectively.

It is reasonably apparent that development in the audio-visual aspect of library service has been limited. Since Parkland has not assumed the responsibility for the development of nonprint materials the need for some other form of leadership in this field is suggested by the lack of development in it.

Professional materials. A minimum of 200 books and 25 professional magazines is suggested as a standard for a professional library for teachers.

Fourteen of the school libraries stocked at least 200 professional books and none had at least 25 professional magazines. Although Parkland schools are considerably short of the proposed Saskatchewan standards there is a reasonable stress on this aspect. Most schools have had the freedom to develop a professional collection if they so desired.

### Library Budget

The existence of an adequate school library is contingent upon a library budget large enough to provide the resource materials which are a prerequisite for service. Moreover, to provide materials only is not enough; there must be funds to make them readily accessible, to maintain them in good condition, and to promote their use.



The proposed Saskatchewan standards recommend a book and operating budget of \$4.75 per pupil. The operational aspect includes the supplies required in the processing, circulation, maintenance, and promotion of library resources.

Table XII summarizes the expenditures of the Parkland Regional Library for the years 1960 to 1964 inclusive. The figures given represent the book and operating costs combined. In 1960 there were 12,098 pupils in Parkland schools. The total expenditure was \$31,805.70 which calculated to \$2.64 per pupil. The figures for 1961 were 13,350 pupils, \$40,116.57 total expenditures and a per pupil expenditure of \$3.01. In 1962 the expenditure per pupil was \$3.12 based on a total expenditure of \$40,797.00 and 13,071 pupils. The per pupil expenditure in 1963 rose to \$3.68 with total expenditures given as \$50,596.84 and enrolment 13,730 pupils. In 1964 a total of \$51,914.79 was spent on 14,008 pupils with a per pupil expenditure of \$3.71.

TABLE XII

## PARKLAND REGIONAL LIBRARY SPENDING ON SCHOOLS

Year	Total School Expenditures	Number of Pupils	Expenditure per Pupil
1960	\$31,805.70	12,098	\$2.64
1961	40,116.57	13,350	3.01
1962	40,797.00	13,071	3.12
1963	50,596.84	13,730	3.68
1964	51,914.79	14,008	3.71

(Figures taken from Annual Reports of Parkland Regional Library)

Some school jurisdictions allowed an additional \$1.00 to \$3.00 per



pupil for reference materials. To illustrate, in the year 1963, Red Deer and Ponoka Counties allotted schools an additional \$1.00 per pupil for secondary reference materials and periodicals to be selected directly by the school but purchased and processed by Parkland. Lacombe County allotted \$1.00 per elementary pupil and \$2.00 per junior-senior high pupil. Rocky Mountain House provided an additional \$3.00 per pupil on this basis. In short, the Rocky Mountain House School Board spent \$6.33 per pupil for library service in 1963. It was also reported that Red Deer and Ponoka County schools were not strictly held to the \$1.00 allowance. Both jurisdictions spent more than this amount.

In all likelihood the total expenditures per pupil by Parkland exceeded \$4.75 in 1965. Coupled with the additional reference allotments of each school (\$1.00 minimum) the final figure on a per pupil basis would be well over \$4.75. On the basis of the proposed Saskatchewan standards Parkland schools meet the recommended expenditure per pupil. It should be pointed out, however, that an undetermined portion of the expenditure in Parkland is attributable to public libraries only. Although the amount is small, nevertheless, it does exist.

### Library Facilities

The school program, the library program, and the intended maximum enrolment of the school, generally determine the space requirements of the library. Adequate space is needed for the reading, reference, and research of the students and teachers, the arrangement and housing of materials and equipment, the acquisition and preparation of materials, and the management of the library.



The proposed Saskatchewan standards recommend that:

1. Schools having an enrolment of 150 to 499 pupils should have a seating area to accommodate thirty-five to forty pupils.

2. Schools of 500 or more pupils should be able to seat 10 per cent of the enrolment up to a maximum of seventy-five pupils in one room.

In Parkland eight out of twenty schools in the 150 to 499 pupil category were able to meet the requirement of having seating space for thirty-five to forty pupils (Tables III and IV). In Parkland schools of 500 enrolment or more, three out of eight schools were able to seat 10 per cent of the enrolment or a maximum of seventy-five pupils.

Although the schools in Parkland did not generally measure up to the proposed Saskatchewan standards the physical facilities aspect of library development has been given adequate recognition in most cases.

#### SOME COMPARISONS WITH SCHOOLS IN SASKATCHEWAN

A report by Wright on a recent survey of school library conditions (1962) in Saskatchewan entitled "Looking at Libraries" indicated some pertinent facts which can be used as a further appraisal of Parkland school libraries.

As a follow-up to the proposed school standards in Saskatchewan it was desirable to make some comparisons of existing practice in school library services. There are obvious shortcomings in comparing a large unit operation such as Parkland with a large number of smaller units in Saskatchewan. However, the summary facts taken from the Saskatchewan survey indicate, in a general way, the level of library development in that province in the school year 1962-63. Recognizing the fact that the school libraries in Parkland



which were surveyed in the school year 1964-65 had experienced considerable growth in the two additional years, it is likely safe to assume that the comparisons made would tend to flatter Parkland.

Wright<sup>4</sup> has twenty-one points which have been quoted. As stated earlier, these points have been reorganized under headings, which are: library programming and physical facilities, library personnel, library materials and library budget. An introductory statement is made after each heading, after which related points from Wright's study are quoted. Corresponding data from Parkland schools taken from the questionnaire follow statements of Wright's findings in Saskatchewan schools. A general evaluative statement is made at the end of each headed section.

#### Library Programming and Physical Facilities

Wright's findings are summarized in a fashion that does not separate library programming from physical facilities. The latter is covered by implication only. The organizational aspect is treated in the broad interpretation of library programming. Ten of Wright's points fall into this category.

(1) Forty-seven per cent of the school units (56) and superintendencies (4) have a central unit library.

The four school units in Parkland were all served by one central unit library.

(2) Fifty-five per cent of the units have the services of a central library in addition to their individual school libraries.

Ninety-three per cent of the schools in Parkland fell into this category.

(3) Forty-five per cent of the areas had little or no library service.



All schools in Parkland had some library service available to them.

(4) Twenty-five per cent of the schools in units with central unit libraries had central school libraries: and 27 per cent of the schools without central unit libraries had central libraries within the school.

This point is not directly applicable to Parkland. However, the high percentage of central school libraries in Parkland (93 per cent) might have been the result of strong regional services.

(5) Unit libraries on the whole are not assisting in developing library programs in those schools which are now large enough to have their own central libraries.

Parkland headquarters was not directly involved in developing school programs but the initiation of an organization such as the Central Alberta Association of School Librarians could assist in this regard. This organization was sponsored by the regional but has since become a regional library council of the Alberta Teachers' Association.

(6) Over 80 per cent of the unit libraries were open all day.

Parkland Regional headquarters was open all day but did not serve teachers directly to any extent.

(7) Seventy-three per cent of the schools in the sample (273) were still entirely dependent upon classroom collections; 13 per cent had central libraries; 14 per cent had central collections.

Seven per cent of the schools in Parkland do not have a central library. These have remained as classroom collections. Where collections have been centralized they tended to serve as a central library despite space limitations in some cases.

(8) No high school reported entire dependence upon classroom collections, although 84 per cent of the elementary schools did.

All high schools in Parkland had central collections and one elementary school (10 per cent) did not have a central collection.



(9) Schools with central libraries scheduled a median of 4.6 hours per week. Secondary school librarians averaged ten hours per week in the library.

On the basis of a five hour day as reported by periods Parkland librarians averaged 13.4 hours per week in the library.

(10) Seventeen per cent of all school librarians provided library instruction (14 school librarians).

On the basis of the ten points covered under library programming in general, Parkland schools compare favorably with the general picture in Saskatchewan two years earlier. An unusual rate of progress in Saskatchewan would have been necessary to catch up to the school libraries in Parkland.

### Library Personnel

There are five points in Wright's study that relate to library personnel. Three of these points deal with the unit librarian and the remaining two refer to school librarians. There is no mention made of clerical assistance.

(1) Sixteen of the sixty units reported that they had trained teacher-librarians in charge of their school libraries.

The Parkland Regional Librarian was not a qualified teacher but was a qualified librarian. There was no person specifically in charge of school libraries.

(2) Fifty-two per cent of the persons in charge of unit libraries had library training, one being a fully qualified librarian.

The Regional Librarian who was in charge of the central unit was a qualified librarian. The Parkland Library Board has not required that the Chief Librarian be a qualified teacher.

(3) A positive correlation was found to exist between the qualifications of the librarian and the money spent per pupil on unit library services.



Library expenditures in Parkland have been increased since the inception of the Regional (see Table XII).

(4) Nine per cent of the teacher-librarians in schools had any library training.

Forty-six per cent of the teacher-librarians in Parkland had some formal library training. There were no qualified librarians.

(5) No school had a professional librarian and 3 per cent had librarians with some training. On the basis of a full-time librarian for every 300 students 17 per cent of the eligible schools met this standard.

Of the fifteen schools in Parkland that had enrolments of more than 300 pupils, none was able to meet this standard.

In terms of personnel schools in Parkland have made some provision for library service. A present general weakness, however, lies in the fact that there aren't any teacher-librarians in Parkland who are qualified librarians. The Chief Librarian, on the other hand, is a qualified librarian but not a qualified teacher. It would appear that schools in Saskatchewan have made progress equal to, if not greater than Parkland's in the area of qualified personnel.

#### Library Materials.

Four of Wright's twenty-one points have been classified as dealing with library materials. Two of the points deal with bookstocks exclusively; one of the four points refers to books and nonprint materials; and the fourth point deals with the processing of materials.

(1) Schools in a unit with a central unit library had the highest median of 8.5 books per pupil. These schools included the unit library collection with their own. Units without central services and superintendencies ranked next at 7.1 and 7.0 respectively.

The questionnaire returns from Parkland schools indicated 8.2 books



per pupil in the schools in 1965.

(2) The median number of books in secondary school libraries was 1,567; in combined schools 500; and in elementary schools 206. Forty-five per cent of the schools in the sample were one room schools.

The average number of books in combined schools in Parkland was 3,756; and in elementary schools 2,825. There were no distinct secondary schools and no one room schools served by Parkland.

(3) The average number of books in unit collections was 7,390; filmstrips 401; phonograph recordings 208.

The total book stock of Parkland was 117,267 books.<sup>5</sup> The average bookstock in twenty-eight schools was 3,575. The average bookstock per school unit was 25,025. The latter cannot be considered a unit collection. There were no filmstrips or phonograph recordings in Parkland headquarters as a matter of policy.

(4) Fewer than half of the schools used any classification scheme, but nearly all of those that did used the Dewey Decimal classification. Where a card catalogue was maintained twenty-five schools (9 per cent of the sample) had an author-title index. Six per cent of the schools had a complete subject-author-title approach to the materials in the libraries.

Thirty-six per cent of the schools in Parkland reported having a card catalogue. Twenty-five per cent indicated a subject-author-title card catalogue. The Dewey Decimal classification system was used in all Parkland schools (Table VIII).

Schools in Parkland had larger book collections and a higher degree of processing than did similar schools in Saskatchewan. On the other hand the nonprint area in Parkland schools was behind the level of development in Saskatchewan.



## Library Budget

There are two items in Wright's summary that deal with financial aspects. One of the points relates to per pupil expenditure in units that had a unit library. The other one refers to a general distribution of funds in terms of library materials.

(1) Twenty-seven units with unit libraries spent \$3.48 per pupil.

All schools in Parkland spent a minimum of \$4.12 per pupil in 1962 (Table XI). These figures are directly comparable in that they refer to the same year.

(2) Almost two-thirds of the library budget reported in units was spent on general reading and reference books, but textbooks, filmstrips, maps, phonograph recordings, magazines, and tape recordings all received some attention.

Parkland did not handle audio-visual materials. Schools were expected to provide these materials out of other funds allotted by the school boards. The figure of \$4.12 per pupil was spent entirely on print materials.

Since the data in this section are directly comparable in terms of stage of development it can be concluded that schools in Parkland spent considerably more funds on print materials. Because nonprint materials are the complete responsibility of the participating jurisdictions, in some cases the local school, no comparison can be made.

## Summary

This chapter covered two aspects of evaluation pertaining to the school libraries of the Parkland Regional Library. The first portion of the chapter appraised the school libraries in Parkland in terms of the Proposed Standards for School Libraries in Saskatchewan. The second part



compared the school libraries of Parkland with a general survey of school libraries in Saskatchewan.

The general conclusions pertaining to the first part are as follows:

1. The general objectives of the Parkland Regional Library are similar to the objectives of the proposed Saskatchewan standards. The main difference is one of emphasis. The Parkland objectives encompass the general public to a larger extent than do the proposed Saskatchewan standards. The area of nonprint materials receives little attention in the Parkland objectives.

2. With the exception of the lack of emphasis given to audio-visual programming through the library, the level of library programming in the schools of Parkland compares favorably with the proposed Saskatchewan standards.

3. The area of library personnel constitutes the most serious deficiency in Parkland. There were no fully qualified teacher-librarians employed at the time of the survey.

4. In the area of library materials Parkland schools show good development in the print areas but very limited development in the nonprint area. The latter, unless corrected, will become more serious in the future.

5. The library budget in Parkland is a favorable aspect in the comparison with proposed Saskatchewan standards. Spending on print materials is most favorable.

6. School physical facilities in Parkland are being developed at an adequate pace. More attention, however, needs to be given to the instructional materials center concept of building. Most libraries have a general seating area but little reference, research, storage and staff working areas.



In summarizing the latter part of the chapter pertaining to the comparison of Parkland schools and those surveyed by Wright in Saskatchewan one point must be emphasized. The Saskatchewan survey was taken in the school year 1962-63 while the information on Parkland school libraries was taken from a survey conducted in the 1964-65 school year. Of the four areas of comparison only the section on library budget was possible to adjust for the differential in time factor of two years.

The conclusions on the comparison are:

1. Library programming and physical facilities in Parkland schools were found to be considerably advanced of the Saskatchewan schools.

2. Although schools in Parkland have made more provision for supernumerary library personnel in the schools, proportionally, there were fewer qualified librarians in Parkland than in Saskatchewan.

4. Since it is possible to make a direct comparison in the matter of library budget it can be concluded that Parkland schools spent more per capita on printed materials than did the schools in Saskatchewan.

On the basis of the available facts there is evidence that schools in the Parkland Regional Library are reasonably well advanced in most areas of library service. It cannot be stated, however, that schools served by Parkland are ahead of the schools surveyed by Wright in Saskatchewan.



## FOOTNOTE REFERENCES

<sup>1</sup>Saskatchewan Association of School Librarians, op. cit., pp. 2-3.

<sup>2</sup>Ibid., pp. 2-3.

<sup>3</sup>Saskatchewan Association of School Librarians, op. cit., p. 25.

<sup>4</sup>J. Wright, "Looking at Libraries," Saskatchewan Teachers' Federation, Saskatoon, 1964.

<sup>5</sup>Parkland Regional Library, "Annual Report," 1964, Lacombe, Alberta. -



## CHAPTER VI

### AN APPRAISAL OF PUBLIC LIBRARY OPERATIONS

Since Parkland Regional Library is by statute a public library it was desirable to examine it in terms of the suggested standards of the Canadian Library Association. The appraisal made is not based on an actual survey of the eleven public libraries served by Parkland. It is based on the administrative and organizational structure of the regional library system. The suggested standards of the Canadian Library Association are directed toward identifying the elements of good public library service rather than measuring library service from the user's point of view. An examination of each of the eleven outlets by questionnaire was not considered to be a satisfactory method of appraising the worth of a regional system in its early years of development. As a consequence information was gathered primarily by interview.

All underscored headings and enumerated points are taken from the Canadian Library Association Suggested Standards for Public Libraries.<sup>1</sup> The enumerated statements served as questions in the interviews held with Parkland personnel. Comments following each quoted statement from the standards are the result of interviews held with the staff at Parkland Regional Library headquarters and other communications (discussions and correspondence) over a period of eleven months (August, 1964, to June, 1965.)

By far the major source of information was the Chief Librarian. Some members of his immediate staff located in the Parkland Regional headquarters building were interviewed briefly for the purpose of clarification where needed. The views expressed following each enumerated point are



those of the Chief Librarian unless otherwise indicated. These views were confirmed for accuracy by the interviewee on February 22, 1966.

The areas of comparison covered in this chapter are: book collection and service, book selection, number of books, registration, size and area, government, administration and personnel. Quotations from Canadian Library Association Suggested Standards for Public Libraries are enumerated and given in the order in which they were covered in the interviews.

### Book Collection and Service

(1) An adequate central storehouse for books of historical interest, rarely used titles, and special collections. This agency will be a source of information on regional holdings.

The present headquarters building at Lacombe is used as a storage point for certain books. However, the headquarters building does not serve the public directly, nor is it able to do so. It was not intended for this purpose. Headquarters acts as a clearing house for rarely used titles, etc.

(2) Specialization of libraries in the region.

Specialization refers to a unique type of collection or service. Parkland has not distinguished any particular libraries in terms of a specialty. However, the collections through the regular influx of wanted books together with the culling out of those not in demand tend to represent the particular needs of the area. This practice is thought to breed specialization. If, for example, one particular center has been active in arts and crafts, the Chief Librarian has taken special care to strengthen the book collection in this particular library in the area of arts and crafts. However, it is conceivable that the lack of a central reference



library represents an inherent weakness. The Chief Librarian felt that a strong central library is not an immediate need in terms of practicability. He suggested that ultimately a strong central reference library will be necessary but it need not be sponsored by Parkland. It could be a central government library elsewhere.

(3) Systematic organization of the interlibrary loan system, including interloan facilities for the general reader as well as for the research specialist.

Parkland has provided both an interlibrary and interbranch loan service. The latter is expected to rise considerably upon the completion and wide circulation of looseleaf subject lists. Individuals and groups with special interests will be able to take advantage of the entire non-fiction holdings of Parkland. It is also conceivable that this kind of service will promote interlibrary loans.

(4) In large cities or large county or regional systems, regional branches acting as supplementary reservoirs of book resources for their respective regions.

The pattern of development in Parkland has been to have a relatively small number of outlets in the form of branch libraries. The objective of this policy is to develop strong branch libraries that will draw users from a larger area. On this basis Parkland has concentrated on its existing branch libraries rather than extending the number of service points. In the opinion of the Chief Librarian bookmobile services could be added to supplement the deposit stations when funds allow this expansion to take place.

### Book Selection

(1) Procedures of book selection should be carefully planned and organized in every public library. The professional librarian is



responsible for the selection of books and for maintaining a wise distribution in the book selection. The special needs and demands of the community must be kept in mind in building up the book stock.

The Chief Librarian in Parkland is in complete charge of selection of all books for public libraries and all reading and general reference for school libraries. The schools are responsible for ordering curriculum secondary reference materials in addition to such general references as encyclopedias, dictionaries, and periodicals. The Chief Librarian states that the change in permitting schools to order some general reference was brought about in order that local needs might be given more consideration. It was difficult for central administration to determine these needs. Schools receive some guidance in selection through book displays and personal advice.

(2) The librarian should be skilled in the use of a wide range of book selection tools. These should include at least the basic general lists, special lists for reference books, children's books, and periodicals, current general lists, and a carefully selected list of book-reviewing journals.

It would appear that all book selection has been carefully and systematically done in Parkland. The Chief Librarian has considerable experience in selecting books and is well acquainted with the tools of selection. A few of the primary selection tools used are: Wilson standard catalogues and supplements; graded lists by the American Library Association; American Association for the Advancement of Science booklist; and the Canadian Library Association booklists. There were 19,168 books purchased in 1963.<sup>2</sup>

(3) The librarian should be equally skilled in the art of weeding the collection. Constant checking and reassessing of the library and the adoption of a sound policy of discarding will build up and maintain an active and well balanced collection.



A total of 5,037 books were withdrawn in 1963. The reason suggested for this large withdrawal figure relates to the original collections that existed in the municipal and community libraries before joining the regional. The collections were similar in nature with a preponderance of fiction. By and large there was little or no weeding of collection done. The Annual Report refers to the abnormal percentage of fiction in the collection by stating:

It will be seen that according to accepted stock standards there is a serious imbalance, which would, however, be slightly alleviated by a discard of the passe material. It is hoped that book funds in the next year or two will allow for the shock treatment necessary to preserve the volume of material while restoring the balance.<sup>3</sup>

The report also included a stock analysis that was broken down according to adult non-fiction, adult fiction (including Y), juvenile non-fiction, juvenile fiction and picture books. The distribution given confirms the stated opinions.

#### Number of Books

(1) The suggested standard for the number of volumes per capita for a public library serving a population from 50,000 to 100,000 is up to a total collection of 175,000 volumes.

Total stock at December 31, 1963, stood at 101,682 volumes. The population served was 56,959 which calculates to a per capita book stock of 1.8. The report further states that "the unique nature of Parkland Regional Library demands a higher per capita stock standard than that accepted by normal public library authorities and, to meet our peculiar needs, Parkland stock will not be adequate until we have at least 160,000 volumes."<sup>4</sup> The Chief Librarian was of the opinion that 160,000 volumes was an immediate goal in order that existing public and school needs be served. He pointed out that schools require a large proportion of this



figure in addition to the school holdings which are not Parkland property.

(2) Books for boys and girls should be approximately one-third of the total volumes in the collection.

In 1963 a total of 49,067 constituted the stock for boys and girls.<sup>5</sup> A 48 per cent figure indicates a heavy leaning toward the younger generation. The schools, no doubt, cause this apparent imbalance. In the opinion of the Chief Librarian this was a natural imbalance.

(3) Adult non-fiction should be at least 60 per cent of the total adult collection with the ratio of non-fiction increasing with the population served.

Adult non-fiction in Parkland is reported as 22,037 volumes or 42 per cent of the adult collection.<sup>6</sup> This figure suggests a greater emphasis on "reading material," more specifically, fiction. The Chief Librarian referred to this situation as a "serious imbalance," but a typical situation in the early stages of centralization. It was suggested that this situation will be rectified with maturity.

(4) Annual gross accessions should range from one-twentieth volume per capita in libraries serving a population of 1,000,000 and over one-tenth of a volume per capita in libraries serving a community of 100,000 or less.

The 19,168 books purchased in 1963 compares very favorably with the minimum standard figure which comes to 5,700 books.<sup>7</sup> This exceptionally high rate of book stock growth was felt to be necessary in the light of the sparsity of population and the number of small outlets. Library standards are generally geared toward larger branches.

### Registration

(1) For adult borrowers 20 per cent to 40 per cent of the population.

(2) For juvenile borrowers at least 60 per cent of the population from five through fourteen years.



Parkland has discontinued the central registry of borrowers. This function is now carried on solely by the branches. The change in policy meant that almost one full-time employee could be diverted to other duties. The Chief Librarian was of the opinion that a central registry served no useful purpose for a rural area. Since the main purpose of a central registry is book control, it was felt that this control was needed at the branch libraries rather than at central headquarters.

The 3,010 adult registrations constitute only 5 per cent of the adult population. The 1,388 juvenile registrants make up 9 per cent of the school age children. The latter does not give a true picture of juvenile use because all 15,191 school age pupils are served directly by Parkland stocked school libraries. The 9 per cent previously noted would indicate the portion of school age children and possibly a number of pre-schoolers that use a public branch library.<sup>8</sup>

### Use

#### (1) Circulation of Books.

For adult books: 3 - 10 volumes per capita annually for the population. For children's books: 10 - 30 volumes per capita annually for the population from five through fourteen years of age or from pre-school through Grade VIII.

The per capita circulation in 1963 was nine.<sup>9</sup> This figure cannot be compared to the suggested criteria directly because it is a combined figure, but it does compare favorably with the national average of 2.68.<sup>10</sup> The latter figure represents per capita circulation in public libraries only.



## Size and Area

### Size of Public Library Unit.

(1) Public library units should be large enough in population, area and financial support to ensure adequate library service.

(2) The minimum annual income for an efficient library unit in terms of these essential services is approximately \$37,500 a year, an amount which would provide minimum service for a population of about 25,000. The most effective units will be considerably larger, with a proportionately larger budget.

Schenk<sup>11</sup> sets a minimum budget figure of \$100,000 for any library system regardless of size. The 1963 Annual Report for Parkland gives a total budget figure of \$70,181.09. This figure, however, did not include additional expenditures of municipalities and school boards. If rents, maintenance and salaries in lieu of operation of branch libraries were the responsibility of Parkland the operating budget would be well over \$100,000. Salaries of teacher-librarians and the capital costs of school libraries have not been considered in this figure. It was assumed that these would exist in any case.

Turning to the basic physical requirements that comprise acceptable public library service a general assessment in terms of strengths and weaknesses is helpful.

(3) The minimum essentials for adequate service are:

(a) Active and efficient administration operating under provincial statute.

The administration of Parkland has operated under provincial statute. The administration has been active and from all indications reasonably efficient. This point constitutes a strength.

(b) Centralized financial administration and accounting.

With the exception of rent, maintenance and salaries of personnel in branch libraries, Parkland is centralized in terms of financial



administration and accounting.

(c) Efficient book purchasing centralized where feasible, under competent professional direction.

Book purchasing has been completely centralized and all materials are selected by either the teachers or Chief Librarian or both.

(d) Efficient cataloguing and classification, centralized where feasible by trained personnel.

This item constitutes one of the major strengths of Parkland. The public libraries in the Parkland Regional Library are, at the present time, the only rural public libraries in Alberta that have centralized cataloguing and classification services.

(e) A central reference collection broad in scope, including printed materials of all types suitable to community needs.

Since a central reference collection is not practical in a system operated by a headquarters building which is not a public library Parkland falls short of this item. The Chief Librarian recognized this weakness but has expressed the opinion that a central reference collection was not an immediate need.

(f) A central reservoir of circulating books large enough and live enough to meet a wide demand from varied types of readers.

Parkland has attempted to fulfill this requirement since its inception. Circulating collections, as dictated by the existing needs, have been part of the development of basic collections in all branches. An inter-library and inter-branch loan system plus regular monthly visits by the Chief Librarian satisfy this criterion.

(g) A staff of professional librarians sufficient to provide a high quality of reference service, readers' advisory and service to children and schools.

The Chief Librarian felt that this item constituted the greatest



single weakness of the operation. He suggested that any rural system would be highly deficient in this regard because of the small branch libraries.

(h) Service to outlying communities by a system of community branches, deposit stations and bookmobiles.

Parkland has community branches, deposit stations but no bookmobiles. The deposit stations have been situated in schools and maintained by personnel not connected with the schools. Bookmobiles were thought to be desirable as funds allow their introduction.

(i) Co-operation with educational bodies in provision of school library service.

Parkland is unique in terms of its high degree of co-operation with educational bodies. The service provided to schools in the form of centralized purchasing and processing is an outstanding feature.

### Government

(1) In general, a Library Board consisting of five to nine members is recommended as the governing authority for libraries.

(2) Members should be appointed by the municipal council. Some of the members may be appointed by other publicly elected bodies if provision for such appointments is made in the Provincial Libraries Act.

(3) Three to five year terms are recommended in order that the majority of the Board members will be experienced. Terms should be staggered to ensure continuity of government.

(4) Appointments should reflect varied community interests and view points.

(5) The Library Board and not the appointing bodies, is responsible for policy and general control.

(6) The responsibility of the Library Board is to secure sufficient funds to provide adequate library service and to establish the policy under which the librarian operates.

The Parkland Regional Library was formed under the 1956 Alberta Libraries Act, which generally satisfies the above recommendations. The Parkland Regional Library Board includes two appointments by the Lieutenant



Governor in Council. It appears that the Library Board functions in complete accordance with the Libraries Act. The administrative structure is a direct product of the enabling legislation.

### Administration

(1) The Chief Librarian is the administrator of the library, technical advisor and secretary to the Board.

In Parkland the librarian assumes these functions and in addition serves as treasurer to the Board. As treasurer the Chief Librarian has been given signing authority for the Board.

(2) Departmentalization is characterized by major divisions between services for various age groups. Further departmentalization should depend on the size of the library. It is usually accomplished by one of two methods.

(a) The functional type of departmentalization is characterized by division between reference and circulation.

(b) The subject type of departmentalization organizes all adult services into a number of departments, each limited to a specific subject or a group of subjects.

Parkland has the functional type of departmentalization. This is modified in that school subject reference is separated from general reference. A different source of funds makes this procedure necessary, viz., school boards allot specific funds to each school for purchase of secondary reference materials.

(3) progressive administration practices and devices should be followed. The use of mechanical devices should be investigated.

At the present time Parkland owns only one mechanical device.

This is a Banda duplicating machine. At this point of development the one machine satisfies the existing needs. Since Parkland headquarters has not served as a regular library many of the mechanical devices such as photocopy machines, tape recorders, record players, film projectors, etc., have



not been necessary. Any development in the nonprint area would require considerable revision in this regard.

(4) Regular annual reports should give an adequate picture of the activities of the library and should be published for distribution.

Parkland has published an annual report since its inception in 1959. These reports have been quite extensive in coverage.

### Personnel

#### (1) Size of staff.

One professional librarian for every 5,000 to 7,000 population is recommended.

In Parkland which serves a population of 56,959 there is presently only one professional librarian.<sup>12</sup> On this criterion Parkland is considerably below the standards desired. The Chief Librarian was of the opinion that two additional professionals were required immediately for service at an adequate level.

#### (2) Proportion of Professional to Non-professional.

The number of clerical assistants will depend on the type of service and the extent of mechanization.

Parkland headquarters has adequate clerical assistance with the addition of a fifth full-time cleric. Should services or function be enlarged further personnel will be necessary. At the present time there is a lack of clerical assistance throughout the area. However, the need for clerical assistance is limited in the small branch libraries.

### General Conclusions

The general assessment of the public library services in relation to the Canadian Library Association Suggested Standards for Public Libraries can be summarized in terms of strengths and weaknesses. The major strengths



are:

- (1) Centralized purchasing and processing services of Parkland.
- (2) Centralized administration working within the framework of existing legislation.
- (3) The ability to reach the school age population by the combined nature of the operation.
- (4) Providing at least some professional guidance and leadership to all public libraries in the system.

Some significant weaknesses are:

- (1) Lack of qualified librarians throughout the area in general limiting the level of services provided.
- (2) Insufficient control of the public library branches in terms of facilities and personnel thus prohibiting complete developmental planning.
- (3) Lack of a strong central reference library placing a limitation on the scope of services to users.

For the most part the investigator is in general agreement with descriptive comments and opinions expressed by the Chief Librarian. There are no major points of disagreement. The general effectiveness of the direct services to the public, which the Chief Librarian feels has improved considerably, remains open to question. Individual evaluation through visitation would appear to be the only valid method of determining this aspect.



## FOOTNOTE REFERENCES

- <sup>1</sup>Canadian Library Association, op. cit., pp. 12-18.
- <sup>2</sup>Parkland Regional Library, 1963, op. cit., p. 2.
- <sup>3</sup>Ibid., p. 2.
- <sup>4</sup>Ibid., p. 2.
- <sup>5</sup>Ibid., p. 2.
- <sup>6</sup>Ibid., p. 2.
- <sup>7</sup>Ibid., p. 2.
- <sup>8</sup>Ibid., p. 6.
- <sup>9</sup>Ibid., p. 4.
- <sup>10</sup>J. Bascom St. John, op. cit., p. 239.
- <sup>11</sup>G. K. Schenk, op. cit., p. 108.
- <sup>12</sup>Parkland Regional Library, 1963, op. cit., p. 8.



## CHAPTER VII

### CONCLUSIONS AND GENERALIZATIONS

The major conclusions reached deal specifically with the Parkland Regional Library. They fall into two categories which are patterned after the purposes of the study as given in the first chapter. In brief, conclusions stated are directly related to the evaluation of the Parkland Regional Library as:

1. A school library system
2. A public library system

Conclusions reached within this framework include other aspects which have been considered essential elements. Library legislation and school-public library relationships are two of the aspects included in the first section of this chapter.

The recommendations made in the second part of this chapter follow a particular sequence. The specific recommendations pertaining to the school and public library aspects of the Parkland Regional Library stem from the major conclusions of the study. Similarly, the recommendations relative to library legislation and school-public library relationships, although more general in nature, are directly connected to the study. Completing the recommendations are a number of general statements which are primarily directed at school library service in Alberta. These suggestions arise out of general knowledge gained in conducting the study. Others represent conjecture about the future development of school libraries.

The third part of this chapter includes a number of organizational implications for development of school libraries in Alberta. One of the



motivating factors in conducting this study was the need to discover what might be a satisfactory means of providing good school library service in this province. By examining and evaluating the school aspect of the Parkland system some definite implications emerged. These have been presented in the form of administrative and organizational models.

The fourth and last part of the chapter is devoted to suggestions for further study.

### The School Library Aspect of Parkland

The information examined revealed that Parkland Regional Library is providing adequate library services in the realm of print materials.

In terms of strengths and weaknesses a number of points constitute the major strengths. They are:

1. Central technical services embodying purchasing, accounting, cataloguing and classifying of books.
2. In-service programs initiated by Parkland headquarters.
3. A developing book collection selected by using standard selection tools.
4. Efficient administration of the funds available.
5. Provision of a consultative service on matters of librarianship to all schools.

The major weaknesses of the Parkland Regional Library in relation to school services are:

1. A lack of qualified personnel providing leadership in school library matters relative to curriculum.
2. Insufficient development in the nonprint aspect of the library.



3. Lack of central technical services for nonprint materials.

These listed weaknesses were not indicated by the teacher-librarians and custodians of schools served by Parkland. There was a virtual unanimity of satisfaction with Parkland expressed by the persons responsible for the school libraries.

The Public Library Aspect of Parkland

From the evidence studied the Parkland Regional Library possesses the necessary organizational and administrative requirements to provide adequate public library service.

The strengths of the system lie in such areas as:

1. Active and efficient administration operating under provincial statute.
2. Centralized financial administration and accounting.
3. Efficient, centralized book purchasing under competent professional direction.
4. Efficient central cataloguing and classification by trained personnel.
5. Co-operation with educational bodies in provision of school library service.

The weaknesses of the Parkland Regional in relation to public service appear to be the following:

1. An imbalance in the present collection which discriminates against adult readers.
2. An insufficient number of professional librarians.
3. A lack of a central reference collection broad in scope,



including printed materials of all types suitable to community needs.

4. Insufficient control of the public library branches in terms of facilities and personnel which restricts public service.

Public-library legislation. A general weakness that Parkland has overcome to a large extent relates to the existing regional library legislation in Alberta. Much of the controversy in the formative years would appear to be attributable to inadequate legislation. Two of the main weaknesses at the present time are:

1. Insufficient financial inducement for municipalities to cooperatively establish regional public libraries.

2. Lack of direction in the legislation outlining specific procedures in the initial organizational steps.

School-public library relationships. There are three main points which summarize the conclusions with respect to the question of school-public library relationships.

1. A complete amalgamation of public and school libraries is undesirable. A public library is not designed in architecture or in function to serve the needs of school pupils. Nor is a school library able to serve the public adequately.

2. A public library cannot assume a professional leadership function for school libraries nor is it suited to serve the instructional materials center form of development in a school. A public library can provide the technical skills and services relative to nonprint materials but it is unable to give the professional leadership in terms of curriculum and pedagogy.

3. An area of co-operation that is desirable is that of technical



services. A large public library system is better able to process books and materials than is a smaller rural system. It may also be in a more favorable purchasing position. A number of technical services and some professional services can be easily provided by some of the larger public libraries. These services could be purchased by school boards.

The Parkland Regional Library has not given sufficient attention to points (1) and (2).

### Recommendations

The following recommendations are specifically directed at the Parkland Regional Library. Relative to the school library aspect there are two main recommendations, namely, that:

1. A qualified teacher-librarian be engaged by Parkland to deal with school matters.

2. Central technical services be extended to nonprint materials.

Two recommendations pertaining to the public library operations are that:

1. Branch libraries be completely controlled by the Parkland Regional Library Board.

2. The services of a second qualified public librarian be secured.

With respect to public library legislation it is recommended that:

1. Further financial inducement for regionalization of library services be provided.

2. More specific regulations regarding the organization of a regional library be written into the Act.

It is unlikely that a comparable system to Parkland will be



established anywhere else in Alberta unless there is a change in the present library legislation. There are too many obstacles in the form of preciously guarded local autonomy to foster such a development. The fact that to date no more have been organized would seem to support this premise. Any initiation of this type on a large scale will require provincial leadership by statute.

Turning to school-public library relations it is recommended that:

1. Complete amalgamation between public and school libraries be discouraged.
2. Co-operation in some areas, viz., central technical processing and related matters be prime considerations.
3. Objectives, policies and areas of responsibility be clearly designated in co-operative schemes.
4. Qualified personnel be engaged in leadership capacities for both public and school libraries.

In the broad area of school library services the following suggestions are made with the view to improve the present situation in Alberta.

1. Where co-operation between school and public library systems is not feasible school boards should consider hiring their own personnel, or in a specific region, co-operatively engaging the services of a school library consultant who is a qualified teacher and a professional librarian. In view of the shortage of such individuals school boards might share in the cost of training suitable candidates. These regional library consultants would serve to provide guidance to the co-operating school boards. The same principles apply to audio-visual personnel.



2. Schools with enrolments over 150 pupils need the services of a teacher-librarian within the school on a part-time basis with access to the services of a system or multi-system professionally qualified teacher-librarian. These schools should also have audio-visual co-ordinators with some time off from teaching. Smaller schools should have some professional service available to them on a part-time basis in addition to having interested teachers within the school acting as co-ordinators.

3. The selection of reading and reference materials must be considered the responsibility of the classroom teacher. Professional librarians should assume the responsibility of providing the basic selection tools and co-ordinating the selections made.

4. In the field of capital costs further financial recognition is needed to encourage school boards to place an adequate bookstock in libraries being built. A special grant comparable to that provided for science equipment in new science rooms would be desirable.

5. A provincial school library supervisor or consultant in the employ of the Department of Education is needed to provide library leadership at the provincial level. Close liaison is needed between library and audio-visual personnel at all levels.

### Organizational Implications

Throughout the study, but remaining as an unstructured adjunct to it, the question of organization and administration was of constant concern. Is there a type of organizational model which fosters good library services? What form in terms of personnel, materials and policy, should these models take in order to suit the Alberta scene? It must be emphasized that the



material that follows in this section is the result of the general knowledge gained by the investigator in conducting this study. It is not within the specific framework of the stated purposes.

The major premise underlying the following administrative models relates to the nature of library service. Since the library is a service area as opposed to a curricularized area, e.g., science, there is a greater need for administrative policy. It is contended that certain kinds of policy decisions at the school board level will engender good library service. Conversely, library programmes operating without an administrative framework tend to be ineffective. The entire field of instructional materials in schools and school systems requires a closer look by administrators and school boards.

Through the course of this study the investigator experienced a change in concept relative to school library service. This change appears implicitly in the conclusions reached and explicitly in the organizational models. The library in the models is considered to be an instructional materials center which, in essence, means an integration of print and nonprint materials. The physical integration may be limited to suit other factors, but ultimately all instructional materials must be scientifically catalogued in an integrated fashion representing a one-stop information shopping center. A sound library programme must encompass more than print materials. A separation of print and audio-visual materials is in conflict with the cross-media approach to teaching and learning.

The models. Certain aspects of each model are of particular significance in the overall development. Since this portion of the study is an outgrowth of a more specific investigation no attempt will be made to



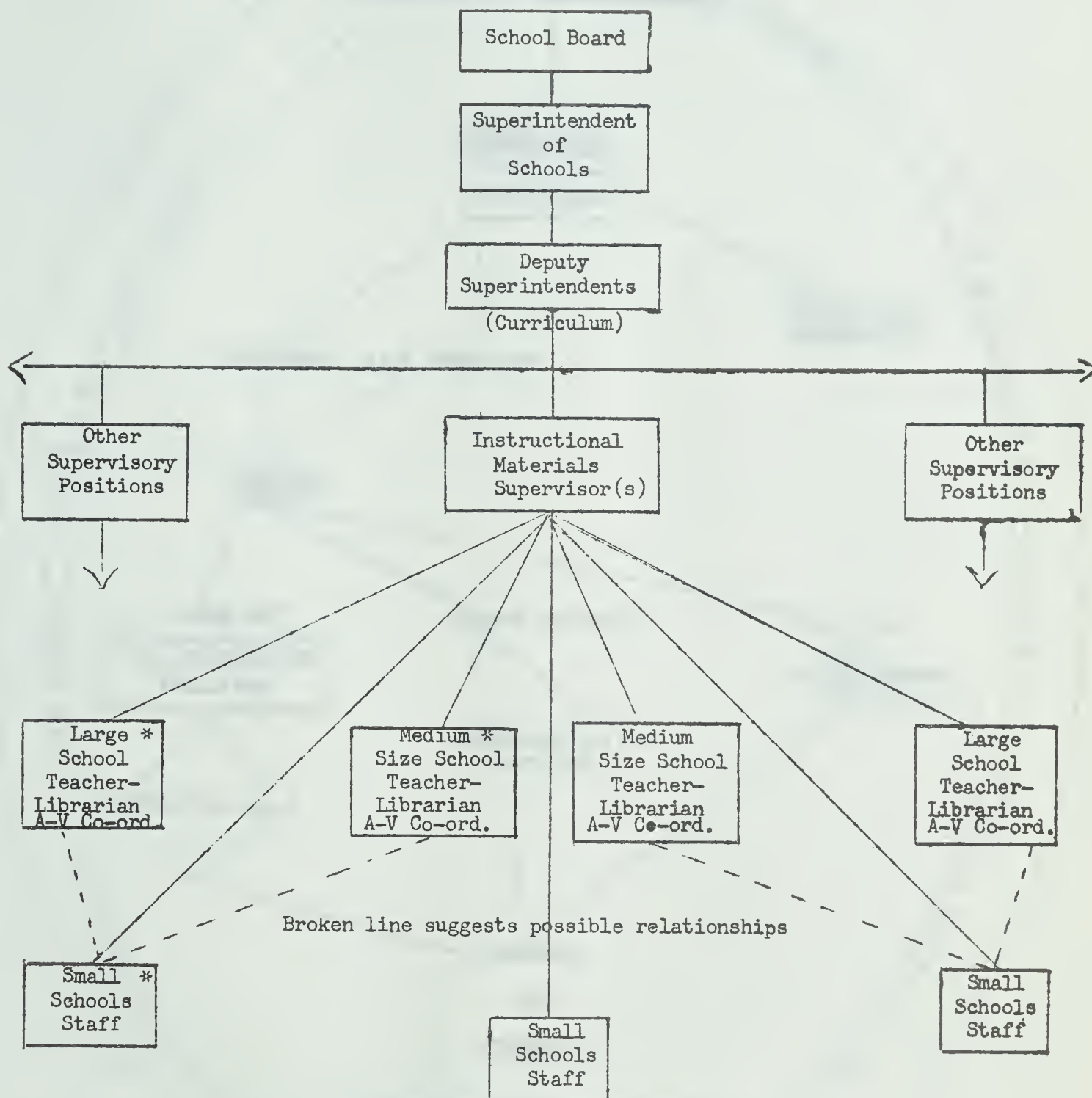
exhaustively cover the contents and rationale of the models. This aspect was not directly researched and is submitted as a topic for further study. The following comments are intended to highlight certain features of the models.

Personnel and Relationships Models A and AA. The most significant feature of these models related to the leadership aspect. A school system needs designated leadership in both the print and nonprint fields. It is unlikely that one individual can provide strong leadership in both areas. The same principle holds true for the schools. The extent and nature of designations in the school will depend on the size of school. The very small schools will rely to a high degree on outside help whereas the larger schools will assume greater responsibilities leaving only the specialized functions to the central staff of the system.

Regarding the line relationship, supervisors in the area of instructional materials should be responsible to the officers in charge of curriculum. The school board must ultimately take responsibility for this aspect of the programme. The role of the Department of Education must be an indirect one.

Materials Organization Models B and BB. These models attempt to relate the nature and scope of materials with the three main levels of operation. The levels refer to the Department of Education, the school system or school systems instructional materials center and the individual school center. It is essential that a school system or group of school systems have an instructional materials center that performs certain functions for all schools. The main difference between the proposed central system instructional materials center and the central divisional libraries,





- \* Large school - Enrolment of over 500 pupils
- Medium size school - Enrolment between 150 - 500 pupils
- Small school - Enrolment of fewer than 150 pupils (Part-time personnel where possible)

FIGURE I

PERSONNEL AND RELATIONSHIPS MODEL A



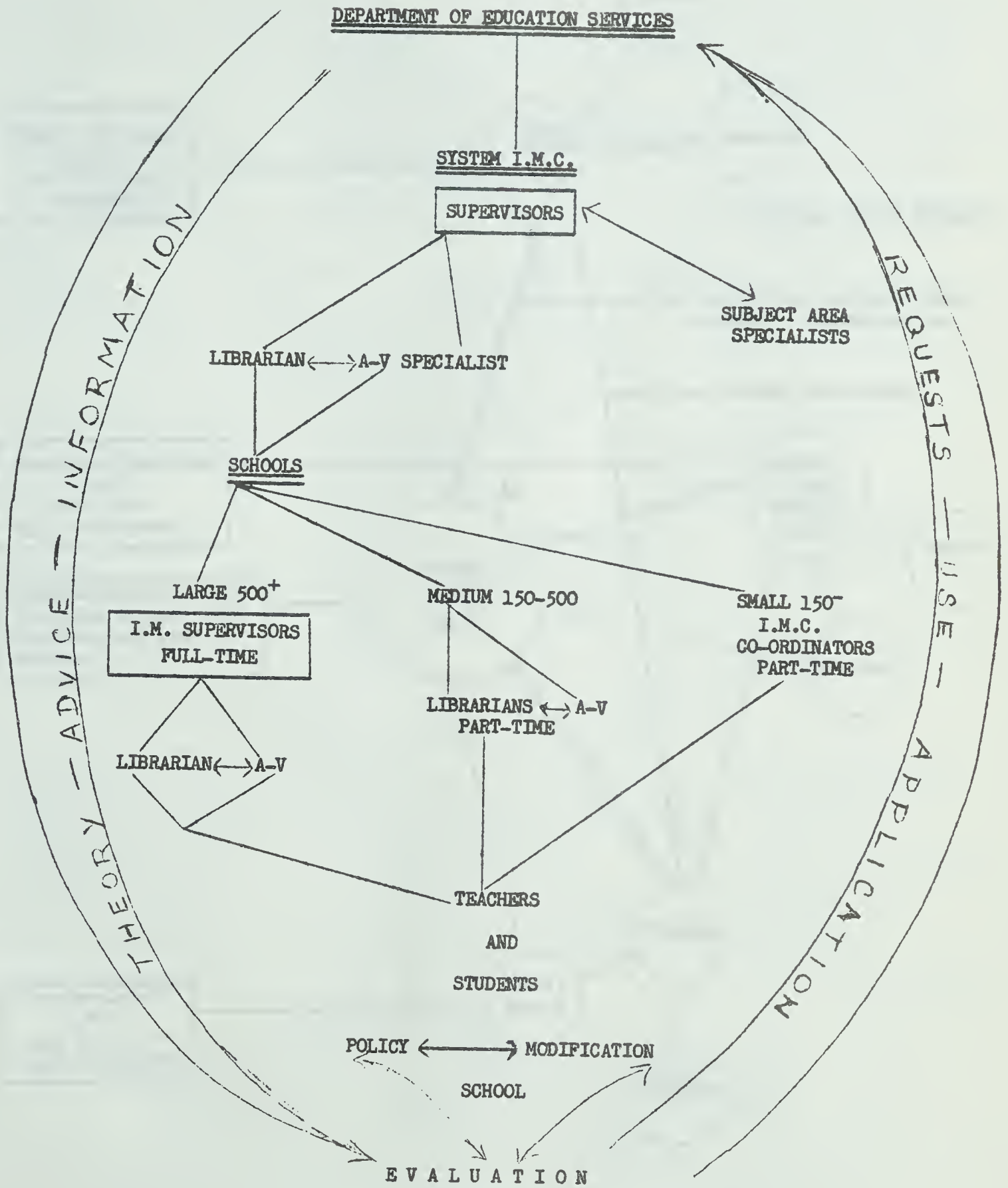


FIGURE 2

PERSONNEL MODEL AA



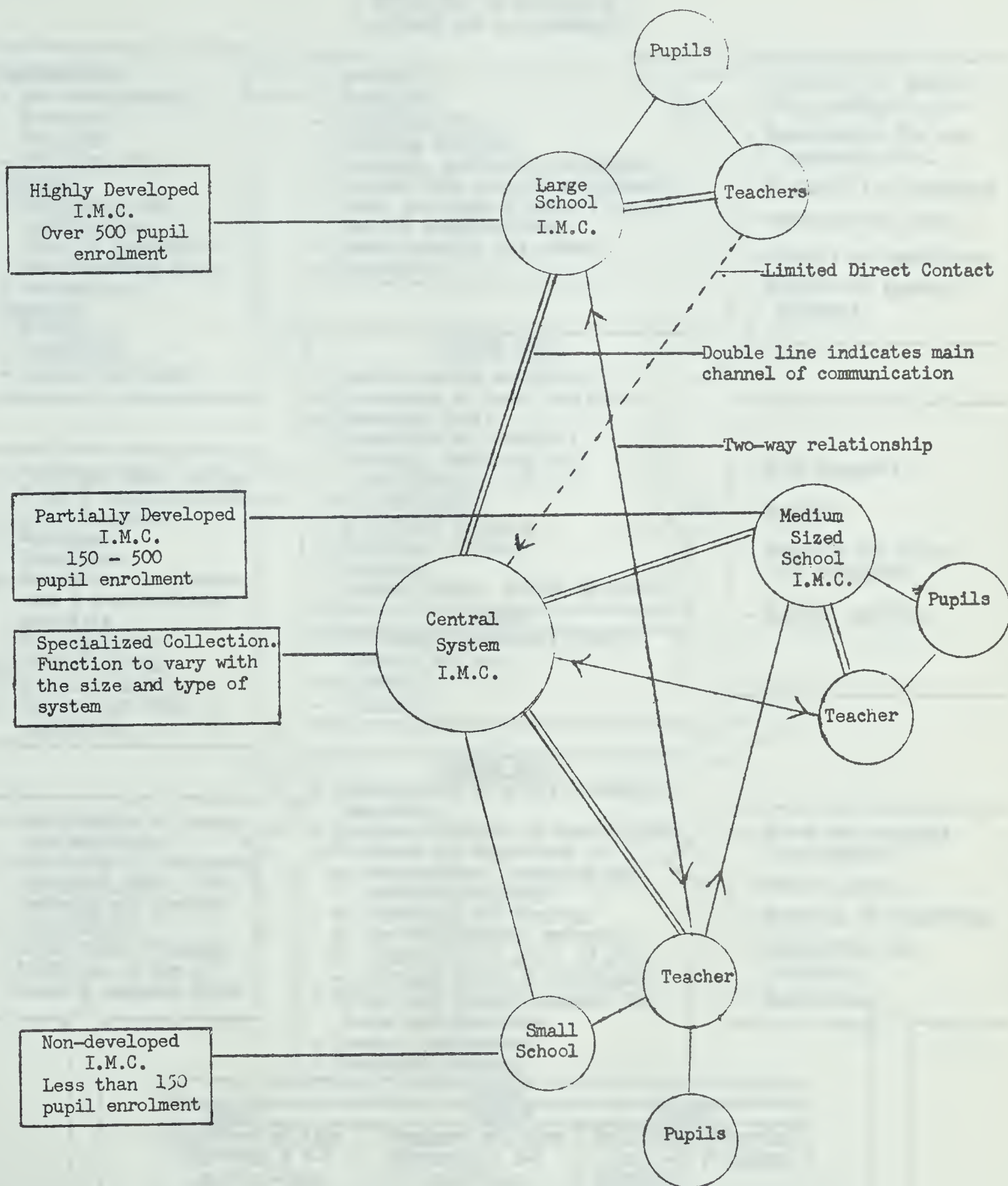


FIGURE 3

MATERIALS ORGANIZATION MODEL B



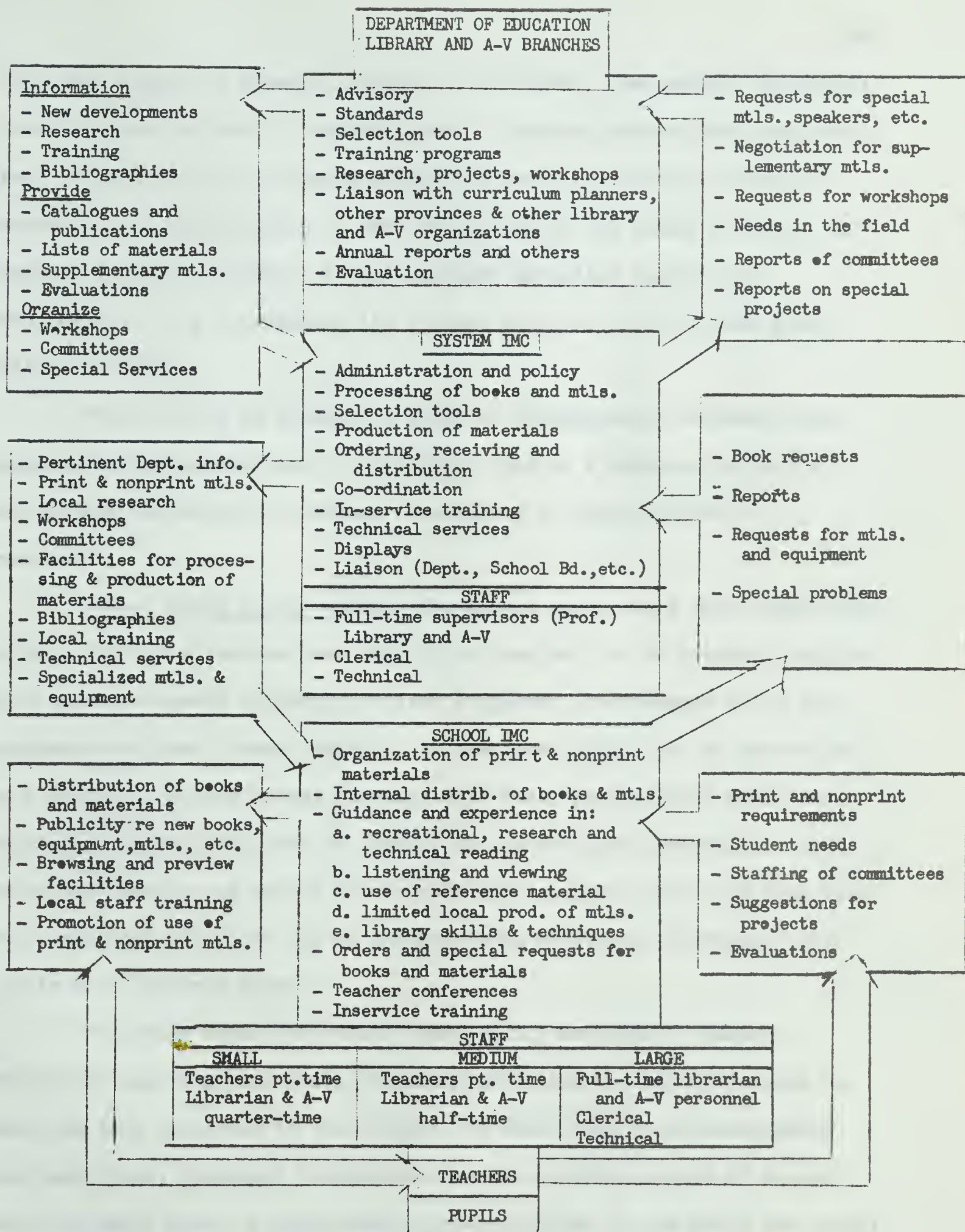


FIGURE 4



which were common in Alberta, relates to function. The central divisional libraries were intended to replace school libraries rather than complement them. Conversely, the ultimate purpose of the instructional materials center form of organization is that of placing in the hands of pupils and teachers a wide assortment of instructional materials quickly and efficiently. As a consequence the central unit must foster development within the schools.

Models B and BB illustrate lines of communication between those agencies providing services. Once again, size is a determining factor and must be accounted for through flexibility of human and material resources.

School Board Policy Model. The school board has a more significant role to fill in a service area that is not subject to the external regulatory aspect accorded to curricularized subjects. Furthermore it is not desirable to place library service, in the broad sense, in the curriculum as a subject. School boards together with their professional staff must determine the minimum level of service in instructional materials. It is submitted that unless school boards make the necessary short and long range decisions that effective use of instructional materials by teachers and pupils will not take place.

The major areas for school board policy are four in number. Decisions regarding personnel, physical facilities and materials must be made and then reflected in the budget. In order that sound development can take place, financial commitments need to be made as part of a short and long range plan. A piece-meal approach reaches an end-point too quickly because the necessary level of expenditures is beyond what school budgets



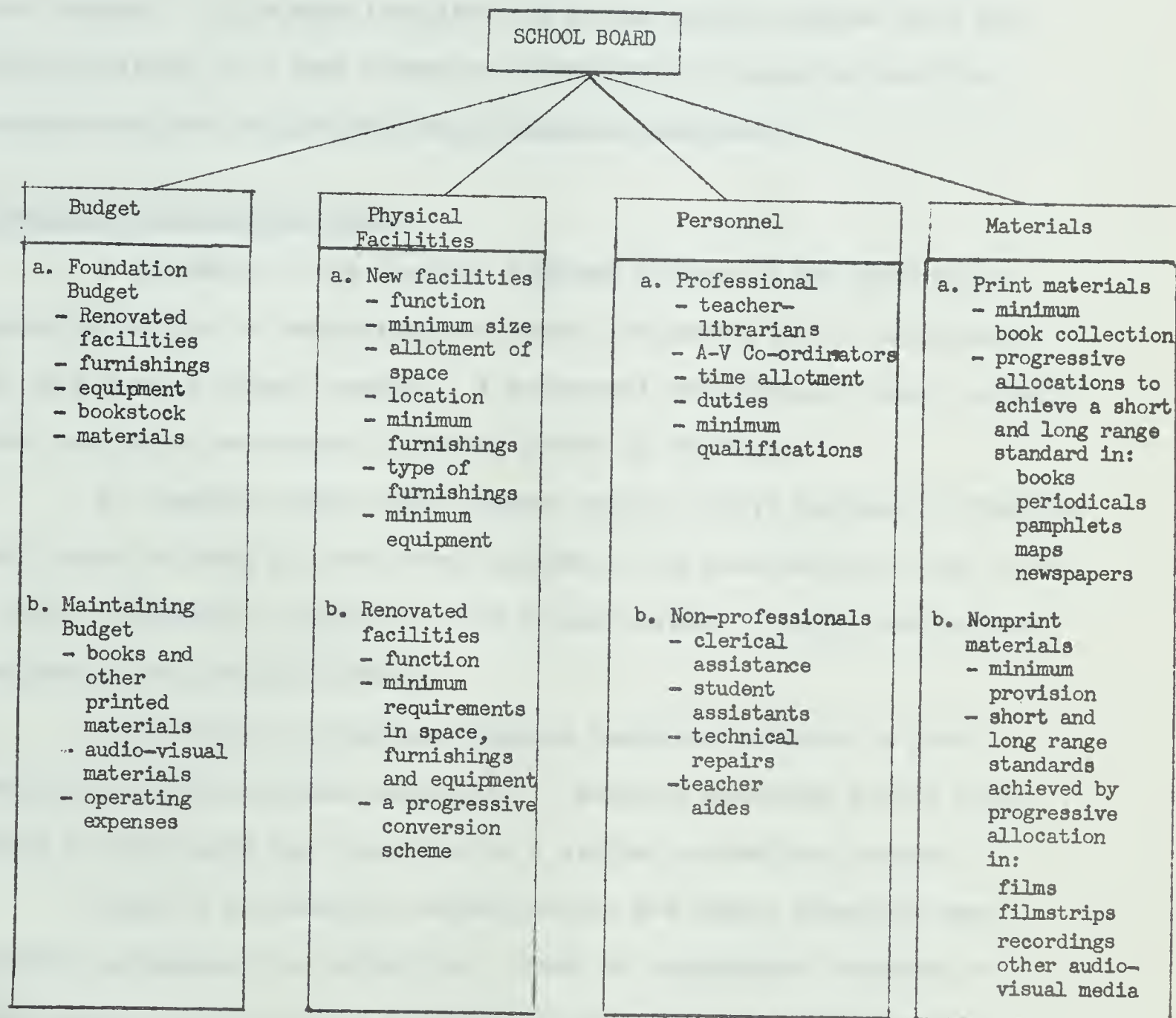


FIGURE 5

SCHOOL BOARD POLICY MODEL



can normally absorb without careful planning.

In short, the responsibility for the utilization of instructional materials and technological aids rests with school boards, administrators and teachers. It is submitted that the school board, together with its administrators, is a more effective instrument of change than are the teachers who are deluged with more immediate pressures.

### Suggestions for Further Study

A follow-up of the Parkland Regional Library in the near future would be helpful in determining the extent and nature of the development of this type of library service. A subsequent study should closely examine both the public and school libraries served by Parkland.

An immediate study might compare school library services in Parkland with those existing in other rural systems or any combination of the latter. Another interesting comparison could be made between a large urban system in Alberta and Parkland schools.

The question of Parkland limiting technical services to print materials warrants further examination. Nonprint materials should ordinarily be catalogued and classified in a similar centralized fashion.

Areas of co-operation between public and school libraries need further examination and definition. There is considerable research on this subject which could be studied and related to the Alberta scene.

The many possibilities of central technical processing need exploration. The role of urban centers, the Department of Education and commercial cataloguers should be investigated. Rural school boards have a great need for assistance in this field.

A difficult study, perhaps an impossible one, should attempt to



relate scientifically the effect of good library service on pupil growth. There has been no research of this type in Alberta and very little elsewhere. Good library service, in this case, would mean sufficient print and nonprint materials to permit a multi-media approach to teaching and learning. A high correlation between this kind of approach and superior pupil achievement in a longitudinal study would have exceedingly important educational implications.



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## APPENDIX



QUESTIONNAIRESCHOOL LIBRARY FACILITIES AND SERVICESOF THE PARKLAND REGIONAL LIBRARYA. PHYSICAL FACILITIES

1. Does your school have a central library?

Yes ☐ No ☐

(check the appropriate answer)

2. What is the approximate area in square feet of your library?

---

3. What is the seating capacity of your library?

---

4. How many periods per week is your library in operation?

---

5. Does your library have a free reading area:

Yes ☐ No ☐

6. Do you have adequate shelving?

Yes ☐ No ☐

7. Is the library reasonably accessible to all classes in the school?

Yes ☐ No ☐B. COLLECTION

1. What is the amount of the per pupil reference materials allotment?

---

2. Check the following reference materials which you have in your library in addition to books,

☐

- (1) a. Magazines and periodicals .....

- b. How many of the above?

---



- (2) Vertical or clipping file .....
- (3) Pamphlet files .....
- (4) Map chest for topographical profiles etc.
- (5) a. Newspapers .....   
 b. How many of the above? .....
- (6) a. Tapes .....   
 b. How many of the above? .....
- (7) a. Recordings .....   
 b. How many of the above? .....
2. (8) a. Filmstrips .....   
 b. How many of the above? .....
- (9) a. Films .....   
 b. How many of the above  
 (school property)? .....
- (10) Other (please list) .....
3. a. Does your library have a professional book  
 collection for staff members? Yes  No
- b. If so, how many titles: .....
4. What is your total book collection?  volumes
5. What is the approximate number of:  
 (1) reference books (non-fiction)  volumes  
 (2) non-reference or reading (fiction)  volumes
6. a. Is your entire book collection catalogued? Yes  No



b. If not, what percentage is not catalogued? \_\_\_\_\_

7. a. Are all reference materials such as pamphlets, recordings, filmstrips, etc. catalogued?

Yes ☐ No ☐

b. If not, what percentage is not catalogued? \_\_\_\_\_

8. a. Is your reference collection classified?

Yes ☐ No ☐

b. If not, what percentage is not classified? \_\_\_\_\_

9. Check the items that best describe the nature of your catalogue.

(1) Reference- a. Author cards

☐

b. Title cards

☐

c. Subject heading cards

☐

d. Collateral reference cards

☐

e. Others

☐

(2) Non-Reference -

a. Author cards

☐

b. Title cards

☐

c. Others

☐

10. Do you have a shelf list?

Yes ☐ No ☐

11. How many sets of encyclopedia does your library have? \_\_\_\_\_

### C. TEACHER LIBRARIAN

1. Check the item that best describes your library training:

a. A professional library degree

.....

☐



- b. Courses leading to a professional library degree
- c. Summer school library science courses .....
- d. Workshop of in-service training .....
- e. On the job experience .....
2. Are you a certified teacher? Yes  No
3. How much time expressed in periods per week are you assigned for library work?
4. a. Do you have clerical assistance? Yes  No
- b. What is the approximate total time per week provided by clerical assistants?
5. a. Do you have student assistants? Yes  No
- b. What is the approximate total time per week provided by student assistants?
- c. Are the student assistants paid? Yes  No
- d. If so, how much?
6. List the following duties in order of the most time spent in them: (Use numbers please, 1, 2, 3 etc.)
- a. Book selection .....
- b. Ordering .....
- c. Cataloguing .....
- d. Cataloguing and classifying materials such as pamphlets, visual aids etc. ....
- e. Study hall supervision .....
- f. Reading guidance with pupils .....
- g. Instruction in library science .....
- h. Reference work with pupils and teachers .....
- i. Training of pupil assistants .....



- j. Community library activities .....
- k. Other (if any, please specify) .....
7. What hours is your library open to pupils? \_\_\_\_\_
8. a. Does your school have a book selection committee specifically appointed to serve this function? Yes ☐ No ☐
- b. What approximate percentage of the books purchased or ordered by your school do you choose personally? \_\_\_\_\_
- c. i. In your school do all staff members submit book orders? Yes ☐ No ☐
- ii. If so, is there a quota for each teacher? Yes ☐ No ☐
9. a. In your estimation what is the greatest advantage of being a member of the Parkland Regional Library?

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- b. What would you consider to be the greatest disadvantage?

---



---



---

- c. Other comments, if any:

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Please enclose the completed questionnaire in the addressed stamped envelope and forward it at your earliest convenience. Thank you.

Do you want a summary of this questionnaire?

Yes

☐

No

☐













**B29845**